DOCUMENT RESUME

ED 466 084 EC 309 054

AUTHOR	Van Kuren, Lynda, Ed.
TITLE	CEC Today, 2000-2001.
INSTITUTION	Council for Exceptional Children, Arlington, VA.
PUB DATE	2001-00-00
NOTE	150p.; For 1999-2000 issues, see ED 461 949.
AVAILABLE FROM	Council for Exceptional Children, 1110 North Glebe Rd., Arlington, VA 22201-5704. Tel: 888-232-7733 (Toll Free); TTY: 703-264-9446; Web site: http://www.cec.sped.org.
PUB TYPE	Collected Works - Serials (022)
JOURNAL CIT	CEC Today; 7 1-9 Aug 2000-May/Jun 2001
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	Anger; Charter Schools; *Disabilities; Educational Assessment; Elementary Secondary Education; Financial Support; Head Injuries; Home Schooling; Self Control; *Special Education; Teaching Conditions
IDENTIFIERS	*Council for Exceptional Children; Full Service School Model

ABSTRACT

Nine issues of the newsletter of the Council for Exceptional Children (CEC) include articles, news items, meeting announcements, news items of individual divisions, and professional advancement opportunities. Some major articles are: (1) "Home Schooling--A Viable Alternative for Students with Special Needs" (2) "High Stakes Testing a Mixed Blessing for Special Students" (Martha Frase-Blunt); (3) "Promise and Peril: A Look at Charter Schools" (Carolyn Cosmos); (4) "CEC Gains Media Attention on Special Education Teaching Conditions"; (5) "The Promise of Full-Service Schools" (Carolyn Cosmos); (6) "Proactive Approaches to Help Students Control Their Anger" (Greg M. Romaneck); (7) "Traumatic Brain Injury--The Silent Epidemic"; (8) "After School Programs Are for Students with Exceptionalities Too!"; and (9) CEC's 2001 Convention & Expo--A Grant Time for Learning and Fun." (DB)

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ED 466 084

CEC Today, 2000-2001

Lynda Van Kuren, Editor

v7 n1-9 Aug 2000-May/Jun 2001

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CEC today

EXCLUSIVELY FOR MEMBERS OF THE COUNCIL FOR EXCEPTIONAL CHILDREN

Vol. 7 No. 1
August 2000
www.cec.sped.org

Diversity in the New Millennium!

Join CEC in Albuquerque, N.M., on Oct. 12-13, 2000, at the *CEC/DDEL Symposium on Culturally and Linguistically Diverse Exceptional Learners.*

Attendees will learn practical strategies on such topics as:

- **Communication Development**
- **Behavior Management**
- **Career Development and Transition**

In addition, participants will meet keynote speaker Lesra Martin, who overcame illiteracy and helped prove the innocence of Rubin "Hurricane" Carter, a boxer who was unjustly accused of a triple homicide.

Visit the CEC Web site, www.cec.sped.org, or call 888/CEC-SPED for more information.

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Home Schooling — A Viable Alternative for Students with Special Needs?

When parents are unhappy with the schools they may fight the system or, in increasing numbers, they choose to educate their children themselves. The trend toward home schooling, which has grown steadily over the past 10-15 years, holds as true for the parents of children with disabilities and/or gifts and talents as it does for the general education population.

In the few studies that have been done, home schooling children with special needs seems to provide multiple advantages and few disadvantages. Both children with disabilities and/or gifts and talents do as well or better than their public school counterparts academically and socially. In addition, home schooling gives parents more flexibility to meet their children's individual needs, as well as allows children to learn at their own pace and pursue their interests — three criteria that enable children with special needs to succeed.

Fortunately, parents who decide to home school their children are usually extremely dedicated and do an excellent job. However, there is little oversight of those who home school. As a result, if a parent finds the job too difficult or gives up on a child, few safeguards exist to ensure the child receives an appropriate education.

It is estimated that approximately 1.5 million children are home schooled in the U.S., with 10 percent of those having disabilities. A percentage for the number of gifted students who are home schooled was not available.

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Universal Design, Reading, and Family Collaboration Addressed at Recent Conference

Leading special education researchers called on educators to demand universally designed materials from educational publishers at the 15th Annual Research Project Directors' Conference held in mid-July. The more than 350 researchers who convened in Washington, D.C., also heard expert panelists report recent findings about effective reading instruction and detail techniques for working more effectively with families. The conference was sponsored by the U.S. Department of Education's Office of Special Education Programs (OSEP) and the ERIC/OSEP Special Project at CEC.

Universal Design

"Good design for people with disabilities is good for everybody," said Dave Edyburn, chair of the Exceptional Education Department, University of Wisconsin, Milwaukee.

With this in mind, Edyburn and several other universal design experts urged educators and curriculum planners to create market demand for universally designed materials by purchasing products that meet universal design criteria. Universally designed products present curricula in a variety of formats, *i.e.*,

Continues on page 9

Clarissa Hug Teacher of the Year Award

Nominate a colleague for the CEC Clarissa Hug Teacher of the Year Award.

The Clarissa Hug Teacher of the Year Award recognizes a CEC member who currently provides direct services to students with exceptionalities. The Clarissa Hug Teacher of the Year is an outstanding member of the profession whose work exemplifies the best of special education teaching. His or her work reflects significant educational success for students, continued professional development, and the highest standards of educational quality.

Award Benefits

The CEC Clarissa Hug Teacher of the Year Award recipient will:

- Be recognized at an awards ceremony during the CEC Annual Convention & Expo.
- Be invited to attend the CEC Annual Convention & Expo and July Leadership Institute compliments of CEC (CEC will cover the recipient's registration, meals, hotel, and airfare/mileage).
- Be an honored guest at the Teacher of the Year Luncheon at the CEC Annual Convention & Expo.
- Represent CEC before members of Congress and the administration.
- Speak at federation conferences.
- Receive a commemorative plaque.

Nominee Eligibility Requirements

- Must be a CEC member in good standing currently and for at least the previous 5 years.
- Must currently provide direct services to students with exceptionalities.
- Must hold professional certification in the area in which the nominee provides services.

Nomination Forms

For a nomination form, go to the "About CEC" section of the CEC Web site, www.cec.sped.org. Or, contact CEC, 888/232-7733 or service@cec.sped.org. Check with your federation or division leaders to find out how to apply.

All nomination packets must be postmarked by November 6, 2000!

What It Means to Be a CEC Federation/Division Teacher of the Year

BY MAMIE EVANS

My teaching career has included many wonderful experiences, but none as exciting as being selected as CEC's 1998 Florida Federation Teacher of the Year.

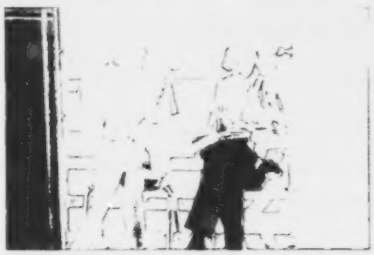
The rewards that come with being a Teacher of the Year actually begin with the nominations packet. The application packet asks the question, "What do you consider your greatest accomplishment and contribution to education?"

That one question gave me the opportunity to reflect on my career and my values as a special education teacher. I concluded that preparing students to reach their goals and do their personal best is what all teachers consider their greatest accomplishment. In addition, I have tried to be a role model for my peers by demonstrating high standards, practices, and professionalism. I also realized that my passions are teaching and learning. As a professional educator, I strive each day to learn something new that I can use in my classroom or share with my fellow teachers.

As a member of CEC since my college days, this award at the state level took on a very special significance for me. Since receiving the Federation Teacher of the Year Award, I have been privileged to represent the profession at numerous functions. I have been asked to speak at CEC award banquets and served as a member of the Educational Resource Information Center Advisory Board. From these opportunities, I have learned about my profession in ways not possible in the classroom. I have met many leaders in the field, and I have been empowered to help influence special education directions within the organization and at the national level.

Florida Federation (FFCEC) leaders celebrate with Evans at the 1999 CEC Teacher of the Year Luncheon. (Pictured left to right: 1994 Clarissa Hug Teacher of the Year Matty Rodriguez-Walling, Evans, past FFCEC Governor Lee Sherry, and past FFCEC President Wynne Tye.)

Being a CEC Teacher of the Year opened many doors and gave me new experiences that led to my growth as a teacher and a leader. I encourage all CEC units to nominate a candidate for CEC's Teacher of the Year Award. It is one of the best ways we have to help the public learn of the wonderful things our teachers do.



Mamie Evans gives a student individualized instruction.

I have been a special educator for 37 years. I continue to be proud of this profession, and I never miss an opportunity to let others know that I am a "teacher." Working with exceptional students brings me much pride and joy.

Show that YOU are proud of your profession. Nominate a teacher from your unit for this prestigious award! □

Mamie Evans is a technology specialist at Paul B. Stephens Exceptional Student Center in Clearwater, Fla.

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CEC's 2001 Awards Nominations Now Being Accepted!

Honor a colleague, community leader, business, or student by nominating them for a CEC award. CEC annually presents awards to professionals, students, and organizations that have made outstanding contributions to children and youth with exceptionalities, the field of special education, and/or the Council.

Professional Awards

▫ The **J.E. Wallace Wallin Special Education Lifetime Achievement Award** honors an individual who has made continued and sustained contributions to the education of children and youth with disabilities in areas such as publications; research; development of new concepts, approaches, or programs; and practical application of improved teaching devices.

▫ The **Clarissa Hug Teacher of the Year Award** recognizes a CEC member who currently provides direct services to students with exceptionalities. The Clarissa Hug Teacher of the Year's work reflects significant educational success for students, continued professional development, and the highest standards of educational quality. (See page 2 for more information about this award.)

▫ The **CEC Outstanding Leadership Award** recognizes a CEC member who has been a driving force in the organization, resulting in the Council's being recognized for its commitment, leadership, and dedication to service for students with exceptionalities. This recipient has made significant contributions to CEC programs at the local, state/provincial, national, and/or international level over an extended period of time.

▫ The **CEC Special Education Research Award** recognizes an individual or research team whose research has made significant contributions to the body of knowledge about the education of exceptional children and youth.

▫ The **CEC Business Award** recognizes a business or corporation that has promoted and provided for the enhancement and employment of individuals with exceptionalities in order to promote and support their full participation in the community.

▫ The **CEC Outstanding Public Service Award** recognizes an individual from the United States or Canada whose actions in the governmental and political arena have been of national significance for individuals with exceptionalities.

Student CEC Awards

▫ The **Outstanding CEC Student Member of the Year Award** recognizes both an undergraduate and a graduate student who have made outstanding contributions to Student CEC and exceptional children.

▫ **Graduation Award** — CEC awards graduation stipends of $350 each to an undergraduate and a graduate Student CEC member upon completion of their education. A portion of the award funds the recipient's first year of professional CEC membership.

▫ **Student CEC Ethnic Diversity Scholarship** — Student CEC awards a $500 scholarship to a culturally diverse Student CEC member who has made outstanding contributions to Student CEC and exceptional children.

▫ **Student CEC/Black Caucus Scholarship** — Student CEC and the Black Caucus jointly award a $500 scholarship to an African American Student CEC member who has made outstanding contributions to Student CEC and exceptional children.

▫ The **Susan Phillips Gorin Award** honors CEC members, especially advisors, who demonstrate exemplary personal and professional qualities and make outstanding contributions to Student CEC and exceptional children.

Deadlines and Information

Professional award nominations are due Nov. 6, 2000. Student CEC award nominations are due Dec. 11, 2000. For forms and information, contact CEC Headquarters, 888/CEC-SPED or service@cec.sped.org. You may also access professional award information from the CEC Web site, www.cec.sped.org, in the "About CEC" section. □

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August 2000 Vol. 7 No. 1

CEC Today is published 10 times a year, Jan/Feb, March, April/May, June, July, Aug., Sept., Oct., Nov. and Dec., by The Council for Exceptional Children, 1920 Association Drive, Reston, VA 20191-1589. Telephone 888/232-7733, TTY 703/264-9446, lyndav@cec.sped.org, Web: www.cec.sped.org.

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Advocacy in Action

CEC Launches Online Legislative Action Center

In early August, CEC launched a new interactive feature on its Web site, www.cec.sped.org, that gives visitors direct and easy access to members of Congress and other federal agencies, information about important legislation, links to local media outlets, and information about candidates up for re-election.

This free service will enhance CEC's political power by helping people in the special and gifted education fields become easily involved in the federal legislative process. With more people taking action, we will be able to better protect our civil rights and expand laws that help students with exceptionalities, their families, and those involved in the education of these students. In the near future, CEC will consider this feature as a member-only benefit.

CEC's new online Legislative Action Center offers the following features:

Write to Congress

E-mail, fax, or mail letters to your Congress members, the president, and other government officials by selecting pre-written (editable) messages or writing your own. Find your members easily by entering your zip code.

CEC's Legislative Alerts

Get updated information about federal legislation and issues that are important to you and then TAKE ACTION!

Action E-List

Sign up to receive CEC's weekly Policy Updates so that you can keep up-to-date on federal policy issues important to people with exceptionalities, and TAKE ACTION! If you already receive CEC's Policy Update, you are on the new Action E-List and do not need to sign up again.

Guide to Congress

Get information about all members of Congress, including photos, phone, and other contact information, and committee appointments. Every committee and subcommittee is listed, searchable, and in printable format.

Daily Congressional Schedule

Click on "Congress Today" and get House and Senate floor and committee schedules — updated daily.

Bill Status and Sponsor Tracking

See a list of CEC's key legislation moving through Congress. View a list of co-sponsors to see if your members are supporting important legislation.

Voter Scorecard

See how your members voted on key special and gifted education legislation.

Media Guide

Use the Media Guide to send original and customized e-mails, faxes, and printed letters to members of the media, based on city, state, and type of media. Easily locate your local media outlets by typing in your zip code.

Election 2000

Find out how to register to vote in your state, and learn about the candidates who are running for office.

Free Web Banner

Post a link to CEC's Action Center with a "Write to Congress" graphic right on YOUR Web site so that your visitors can write to Congress from your home page. (NOTE: This feature is not yet available, but check back in the coming weeks.)

Log On Today

Check out CEC's new Legislative Action Center today by logging onto CEC's Web site, www.cec.sped.org, and selecting the gold "Public Policy and Legislative Information" marker on the left sidebar of CEC's home page.

CEC's Legislative Action Center is easy and fun to use and can be accessed by using any computer hooked up to the Internet. If you don't have a computer at home or work, check your local library or school for access.

If you have questions or suggestions about CEC's Legislative Action Center, contact CEC's Public Policy Unit at 703/264-9437 or send an e-mail to jackib@cec.sped.org. □

CEC President Conveys Message of Collaboration and Teamwork

Hellen Bogie at the Canadian Embassy

During her July visit to Washington, D.C., for CEC's annual Children and Youth Action Network (CAN) Workshop/Legislative Summit, CEC President Hellen Bogie reiterated a message to several audiences that is common in her native Canada.

As she and Canadian Student CEC Liaison Michael Mann visited with members of the Canadian Embassy on Tuesday, July 18, Bogie conveyed a message of teamwork and cooperation with American policy makers. Woven throughout the discussions about international education issues that Bogie had with Mann, Deb Ziegler (CEC's Assistant Executive Director for Public Policy), and Embassy representative Dan Abele, Bogie talked about tiny Regalia Paddles, which are representative of the larger paddles used in canoes. Those paddles must be used in unison, dipping deep into the water together to move the huge, heavy canoes. She likened this cooperation to that which must be used to ensure appropriate educational opportunities for students with exceptionalities around the world.

In addition to meeting with the Canadian Embassy, the group also discussed policy issues with members of the U.S. Department of Education's International Unit.

As home schooling becomes increasingly accepted, we may see more collaboration between home schoolers and the public schools, both in extra-curricular activities and in providing resources and special education services. In fact, some educators believe that making home schooling an option, as is placement in a resource room or inclusive setting, may be the way of the future. The deciding factor would be the type of educational services and placement that would best meet the child's needs.

Why Do Parents Choose Home Schooling?

While some parents choose home schooling for religious or moral reasons, more are opting to home school because they have lost faith in the schools and believe their children will make more academic progress under their tutelege. Some parents also fear the violence in our schools today.

Parents of children with special needs often choose home schooling, because they feel the school is not fulfilling the IEP, providing the services they want their child to have, or providing enough services. Parents may also believe the schools cannot give their children the individualized instruction they need and that home schooling will allow the child to progress at his or her own pace.

In short, home schooling allows both parents of children with disabilities and/or gifts and talents to tailor-make educational programs to meet their child's needs, learning rate, and interests.

Does Home Schooling Work?

While research concerning home schooling is limited, particularly for children with special needs, home schooling appears to be effective. One study by Steven Duvall comparing elementary and junior high school students with learning disabilities showed that the home schooled students made greater gains in math, reading, and written language and were engaged in learning 59 percent of the time. Their peers in public school were engaged in learning only 28 percent of the time. Another Duvall study showed that home schooled students with ADHD made greater gains in reading and math, and their progress in written language was the same as students with ADHD in the public schools. As with the LD study, the home schooled students were actively engaged in learning a greater percentage of the time than their public school counterparts.

Home schooled students with gifts and talents also often do well when home schooled. In one study by Larry Rudner, students who were home schooled were working 1-4 years above their chronological age, said Sandy Berger, information specialist at CEC.

Why Does Home Schooling Work?

Interestingly, many of the reasons home schooling is successful revolve around the conditions we try to employ in special education. First, the student/teacher ratio is low, so students with special needs receive a high degree of individualized attention.

Second, the instructional strategies and educational plan are specifically designed to meet the child's needs. Home schooling parents often employ instructional strategies that correspond to the child's strongest learning modes. Thus, many of these parents not only utilize experiential learning methods, inquiry learning, or other instructional strategies that may not be readily available in the public schools, they also develop lessons based on their children's interests. Having the flexibility to allow a child to pursue his or her interests serves both children with disabilities and those with gifts. The students can explore content in greater depth than in the traditional classroom and, in some cases, they develop special gifts and talents.

On the other hand, home schooling also gives children time to catch up on basic skills. If a child takes longer to master a skill, such as reading, the child can develop that skill at his or her own pace without feelings of failure, inadequacy, or shame.

In addition, home schooling gives parents flexibility in scheduling. For instance, instruction can be scheduled to mesh with the child's best learning times, time can be given for a child with ADD to move around or turn to a new activity, or a child can pursue a topic of interest. Furthermore, parents of children with disabilities also have found that when home schooling they can work around medical appointments without interrupting the child's studies.

Some education experts say another reason children with disabilities do well when home schooled is because they escape the stigma and lowered expectations that labeling may engender.

One other factor is critical to home schooling's success — the parents are highly motivated to see their child succeed, and they will do anything to ensure that success. In fact, many home schooling parents become experts in their child's disability and strategies to help them.

"The parents of these kids have educated themselves phenomenally," said Jacque Ensign, professor at Southern Connecticut State University. "They typically have read far more of the literature than regular certified teachers have. ... It's their kid and they want what's best for them."

What about Socialization?

Though one of the biggest arguments against home schooling is that children do not develop socially, it is an argument that has little basis. Because their time is not dictated by a school schedule, home schooled children are often more involved in extra-curricular activities than their public school peers. They participate in church groups, scouts, sports, dance, and other activities. In addition, some home schooled children join in activities such as band or gifted programs like Odyssey for the Mind in their local schools. Home schooling parents also form coalitions for social engagements, such as sports leagues and field trips. Also, more than half of those who are home schooled are involved in volunteer and civic activities, according to Ensign.

Parents are even warned to ensure

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New Student CEC Leaders Are Working for You

BY CYNTHIA REMEDIOS

The following candidates were chosen for the 2000-2001 Student CEC Executive Committee:

President

Jennifer Weaver is a master's student in school psychology at Towson University in Towson, Md. Since joining CEC in 1993, Weaver has served as the 1998-1999 president and the 1997-1998 president-elect of the Maryland Federation. Weaver is currently a member of the CEC Board of Directors and the Governance and Unit Restructuring Task Force.

As president, Weaver encourages "more student involvement within CEC so that Student CEC becomes a productive unit that benefits both its members and the children we serve."

President Elect

Gregory Pennerman attends Bethune-Cookman College in Daytona Beach, Fla., where he studies behavioral disorders. Pennerman has been actively involved with CEC over the past year as chapter president and continues to work at the local chapter to increase membership and step up CEC's advocacy efforts.

One of Pennerman's major goals is to increase the representation of multicultural and ethnically diverse students in the general membership.

Student CEC Executive Committee officers pictured left to right are Kimberly Mayfield, Gregory Pennerman, Cynthia Remedios, Michael Mann, Jennifer Weaver, and Chad Clayton.

Vice President of Committees

Kimberly Mayfield, a doctoral student at the University of San Francisco in learning and instruction, taught in the field for 11 years prior to continuing her post-secondary education. Mayfield has conducted presentations on a variety of topics about special and multicultural education.

In office, Mayfield aims to recruit members and chairs for the three standing committees she will oversee — Honors, Membership, and Ethnic and Multicultural Concerns. She hopes that through these committees students will expand their involvement in Student CEC and acquire the skills to become great special educators. Those interested in serving on one or more of these committees can contact Mayfield at kimberlyscec@yahoo.com.

Vice President of Programs

Chad Clayton is a senior at Western Kentucky University in Bowling Green, Ky. Clayton will graduate in December 2000 with certification in learning and behavior disorders.

Clayton has been actively involved in his local SCEC chapter for the past two years and will coordinate student activities for the Kansas City convention. He asks all students and advisors to make comments/suggestions about the upcoming convention. Contact him at cclayton73@hotmail.com.

Vice President of Communications

Cynthia Remedios attends the University of Winnipeg and is completing a general K-12 certification. She plans to complete a master's degree in visual impairments. Remedios has been actively involved with CEC since 1997 as chapter president and governor.

Remedios hopes to recruit student representatives to assist with the "Student CEC Spotlight" section of *CEC Today* and the Student CEC Web page.

Canadian Student Liaison

Michael Mann will complete his bachelor's degree from the University of Winnipeg in April 2001. Mann has been employed part-time as a special needs worker at a daycare center in Winnipeg for the past four years and has served as a mentor in a joint program between the Winnipeg Native Alliance and Choices youth program. This past year he served as vice president of his university chapter.

Mann looks forward to creating stronger Canadian representation within SCEC as well as improving communication among chapters and associations across Canada. Mann also hopes to activate student chapters in provinces and spread awareness of CEC. □

Cynthia Remedios is a student at the University of Winnepeg in Manitoba.

Stay Connected to Student CEC

The Student CEC Executive Committee is here to support the needs and aspirations of its student members. Contact any committee members for help, to offer suggestions, or to get involved.

Jennifer Weaver
jenniferscec@yahoo.com

Gregory Pennerman
gregpscec@yahoo.com

Kimberly Mayfield
kimberlyscec@yahoo.com

Chad Clayton
cclayton73@hotmail.com

Cynthia Remedios
cynthiascec@yahoo.com

Michael Mann
mikescec@yahoo.com

Our Web Site

Be sure to check out Student CEC's Web site, www.cec.sped.org/ab/student.htm, for the latest student activities as well as information on scholarships, committees, student executive positions, and much, much more!

Send updates and news about your chapter to cynthiascec@yahoo.com.

Learn Better Strategies for Working with Students from Diverse Cultures

Mark your calendars for October 12-13 and join us in Albuquerque, N.M., for the *CEC/DDEL Symposium on Diversity in the New Millennium!* The symposium offers attendees the opportunity to learn practical instructional strategies, enhance effectiveness when working with students from diverse cultures, meet and hear nationally recognized leaders, exchange information with colleagues, and develop new approaches for program and curriculum improvement.

Participants also will learn about emerging trends in teaching and services for culturally and linguistically diverse exceptional learners. During two full days of professional development, attendees will choose from more than 100 sessions and four educational strands that address the most important topics affecting the education of culturally and linguistically exceptional learners today!

Keynote Speaker — Lesra Martin

Symposium Keynote Speaker Lesra Martin will share his personal experiences in his fight to overcome adversity and abolish illiteracy. In his role in proving the innocence of Rubin "Hurricane" Carter, Martin is an inspiring example of the power that one person has to make a difference. Through his inspiring presentations, he shows audiences that the power to make a difference exists in each of us.

Native American Storytellers

CEC and DDEL are honored to welcome Sunny Dooley and Virgil Reeder, two Native-American storytellers who will be featured throughout the symposium.

Dooley has been a Navajo storyteller for the past nine years. She travels frequently and shares the blessing way, healing stories of the Navajo, and traditional stories that have been handed down in her clan.

Reeder is a retired bilingual teacher from the Laguna Pueblo in Laguna, N.M. Reeder will speak to symposium participants about the appreciation of nature and respect for life and people.

Pre-symposium Institutes

Come a day early and attend one of two full-day institutes on Wed., Oct. 11, 2000, from 9:00 a.m. to 4:00 p.m. The institutes are:

- Promising Practices for Reducing Disproportionate Representation (Institute A).
- An Assessment and Intervention Model for Language Minority Students (Institute B).

Post-symposium Institute

Stay a day after the symposium for the Post-symposium Institute, *CEC/Franklin Covey Workshop: Building Trust — The Key to High Performance*, which will be held on Sat., Oct. 14, from 9:00 a.m. to 4:00 p.m., presented by Steven Kukic.

Registration

For more information or to register, call CEC, 888/232-7733, or visit the Web, www.cec.sped.org. The pre-registration and housing deadline is Sept. 11, 2000.

Registration rates for professional members are as follows:

- Symposium $258
- Pre-symposium Institute (A or B) $135
- Post-symposium Institute $250

Registration includes a continental breakfast and lunch on Thursday and Friday, Oct. 12 and 13.

Albuquerque's Balloon Fiesta

While in Albuquerque, don't miss the spectacular Albuquerque International Balloon Fiesta for a breathtaking experience. The skies over Albuquerque will be a sight to behold as hundreds of balloons ascend and fill the sky with amazing shapes and colorful hues. □

Seeking Programs that Reduce Inappropriate Placements in Special Education

As part of CEC's effort to end inappropriate placement of students from diverse backgrounds in special education, CEC will showcase programs that implement appropriate referral and evaluation practices for this population. Selected programs will be highlighted at CEC's pre-symposium Institute on Disproportionality in Albuquerque, N.M., on Oct. 11, 2000.

To ensure we present the best examples of such programs, CEC is seeking nominations of exemplary special education programs that demonstrate the following criteria:

- Helps general educators provide effective interventions, which then reduce referrals for special education evaluation.
- Provides evidence that referred students make progress through an appropriate education plan, whether or not they are placed in special education.
- Designs and implements a systems change, where necessary, to provide for more effective instruction for all students.
- Collects data that demonstrates the efficacy of the model or process.
- Considers cultural and socioeconomic factors.
- Demonstrates positive parental involvement.
- Provides programs for second language learners and has evidence that the process used is effective.
- Provides evidence that the program values diversity.
- Places students in the least restrictive environment in which they can succeed academically and/or behaviorally.

Programs are not expected to have ALL the qualities listed above.

If you are aware of such a program, please send information to Kayte M. Fearn, CEC, 1920 Association Dr., Reston, VA 20191, 703/264-9450, fax: 703/620-4334, or kaytef@cec.sped.org.

Division Focus

CASE

The Council of Administrators of Special Education

At a meeting this July, the CASE Executive Committee discussed constitutional changes to align CASE with the new CEC governance structure. The committee will propose language that assigns the CASE president elect as one of its members in the CEC Representative Assembly. CASE will also propose that the second Representative Assembly member be an elected position. This year, that post will be held by Tom Jeschke, who replaced Kelly Evans as the CASE governor to CEC. Evans' service is greatly appreciated.

The CASE Executive Committee is finalizing plans for the 11th annual CASE conference, "Revising the Future," to be held November 16-18, 2000, at the Marriott Williamsburg in Williamsburg, Va. The CASE Institute, *Emerging Issues in Human Resources*, will be held Jan. 17-19, 2001, in Clearwater Beach, Fla.

CCBD

The Council for Children with Behavioral Disorders

CCBD announces its new CCBD Executive Committee members. They are President Reece Peterson (rpeterson1@unl.edu), Past President Sharon Maroney (SAMaroney1@wiu.edu), Vice President Paul Zionts, Governor Eleanor Guetzloe (ccbd1@aol.com), Treasurer Sandra Keenan (skeenan@air.org), Canadian Member-at-Large Peter Hamilton, Ethnic & Multicultural Concerns Member-at-Large Courtney Davis, Newsletter Editor Alec Peck (alec.peck@bc.edu), Advocacy & Governmental Relations Chair Brenda Scheuermann (bs10@swt.edu), and Webmaster Claudia Rinaldi (crinaldi@miami.edu).

CEC-PD

The CEC Pioneers Division

CEC-PD thanks Barbara Swigon, who presented every attendee at the Pioneers dinner at the 2000 CEC Annual Convention & Expo, with a hand-designed needlepoint bookmark.

CEC-PD currently has seven active subdivisions in California, Florida, Illinois, Ontario, Pennsylvania, Kentucky, and Georgia. The Pioneers thank Landis Stetler for his work as the CEC-PD subdivision chair. If your state or province does not have a subdivision, start one by contacting CEC-PD membership chair Jean Lokerson, 804/358-5474 or jlokerso@saturn.vcu.edu.

If you would like to recognize a peer or honor the memory of a deceased colleague, please donate to the June Jordan "I Have a Dream Fund." Send your contribution to Diane Gillespie, 1103 Mourning Dove Dr., Blacksburg, VA 24060-1467.

CEC-PD members will receive the Pioneer newsletter and an updated membership directory soon.

CEDS

The Council for Educational Diagnostic Services

CEDS will host its annual conference, *Cultural Diversity and Assessment*, Nov. 2-4, 2000, at the Hanalei Hotel in San Diego, Calif. Alba Ortiz will deliver the keynote address, "Assessment of Linguistically and Culturally Diverse Learners: from Traditional to Best Practices." For hotel reservations, call 800/882-0858. For registration and information, contact Sandra Miller, 616/844-2629, e-mail: millers@gvsu.edu, or visit the CEDS Web site at www.cec.sped.org/CEDS.

DDEL

The Division for Culturally and Linguistically Diverse Exceptional Learners

A collaborative project among CEC, DDEL, and the Black Caucus offered professionals the opportunity to listen to Lesra Martin share his story about overcoming illiteracy. Black Caucus President Frances Carrol recognized Martin for his accomplishments

DDEL supports the efforts of CASE, CCBD, TED, and TAG to raise the knowledge-base on effective instruction for culturally and linguistically diverse exceptional youth.

DEC

The Division for Early Childhood

DEC introduces *The Young Exceptional Children (YEC) Monograph Series: Practical Ideas for Addressing Challenging Behavior.* This book contains articles gathered from *YEC* that offer proven interventions for challenging behaviors that can be used in early childhood programs and at home. To order, contact Sopris West at www.sopriswest.com or call 800/547-6747. Cost is $12.00 plus shipping & handling.

DISES

The Division of International Special Education and Services

Be sure to participate in two dynamic international conferences next summer. *Interaction and Collaboration* will be held June 24-27, 2001, in Antalya, Turkey. For more information, contact Gonul Kircaali-Iftar, Anadolu University 26470, Eskisehir, Turkey, giftar@anadolu.edu.tr. The deadline for submission of papers is Sept. 30, 2000. *Making a World of Difference* will be held July 23-26, 2001, in Warsaw, Poland. For more information, contact Robbie Ludy, Buena Vista University, BVU Box 2949, Storm Lake, Iowa 50588, ludy@bvu.edu. Submit papers by Oct. 15, 2000.

DLD

The Division for Learning Disabilities

The first DLD international conference, *Bridging the Gap between Research and Practice: Research Supported Interventions for Students with Learning Disabilities*, will be held Sept. 28-29, 2000, at the Westin Francis Marion in Charleston, S.C. Methods validated through research will be described, modeled, and practiced.

The conference's program strands are reading, math, written expression, assessment, learning strategies, and content enhancement routines.

Register early. Total registration is limited to approximately 300 participants. All participants will receive a conference binder containing general conference information as well as the handouts, outlines, and references for the sessions in which they are enrolled. Registration also includes a luncheon on Fri., Sept. 29. To register, contact Monique Piltch, dldconference@hotmail.com or 785/749-1473 Monday through Friday between 8:00 a.m. and 12:30 p.m. CST.

DVI

The Division on Visual Impairments

Visit DVI's new Web site at www.u.arizona.edu/~rosenblu/penny/dvi.htm or follow the link from the CEC division page at www.cec.sped.org. The DVI Web site has links to its board members, resources in blindness education, and its publication, the *DVI Quarterly*. DVI will add more to its site during the next few months and encourages suggestions and feedback.

TED

The Teacher Education Division

TED will hold its annual conference, *The New Millennium: Issues, Concerns, and Solutions*, in Las Vegas, Nev., on Nov. 6-9, 2000.

In collaboration with the Florida Comprehensive System for Personnel Development Project, TED will publish a monograph, "Emerging Practices in Teacher Preparation: Collaborative Programs to Prepare General and Special Educators." For more information, contact Lee Sherry at 727-553-3184 or sshery@bayflash.stpt.usf.edu or Nasim Dil, 702/895-1103, fax: 702/895-0984, dil@ccmail.nevada.edu.

Research Conference, *from page 1*

textbook information would also be presented in speech, graphically, or in various languages, or the print could be made larger. Panelists also recommended that materials not only be physically accessible but also cognitively accessible to all students.

Physical and Cognitive Access to Materials

Universal design is often thought of as physical access to materials, such as text to speech capabilities for people with visual impairments and captioning for deaf or hard-of-hearing students. At this year's ERIC/OSEP conference, expert panelists re-emphasized the need for students with cognitive disabilities to access the content of materials.

"The idea is to make learning accessible, not just the book," said Rose.

One way to make learning accessible is by having descriptive text about a topic available at various reading levels. At the click of the mouse, students can read about a topic at beginner, intermediate, or advanced reading levels. The beginner level uses simple words and less text with ample pictures to illustrate the topic. The intermediate and advanced levels employ increasingly more text description and challenging word usage. In addition, the advanced level contains links in the text to more information on related subtopics.

Educational materials can also be more cognitively accessible through reciprocal teaching that includes prompts for questions embedded in the text and focused learning through which teachers can eliminate some learning areas to concentrate on a particular skill, such as content, reading, or spelling.

Creating Market Demand for Universally Designed Materials

California, Texas, and Florida are leading the charge for increased use of universally designed materials in the classroom. These states require education publishers to produce materials that will allow all children access to learning, said Catherine Banker of the California Curriculum Development Commission. In particular, states can issue directives that ask publishers to produce universally designed materials that are not supplementary add-ons to pre-existing products but are part of a comprehensive coordinated program.

The Center for Applied Special Technology (CAST) is also thrusting this issue forward by creating guidelines publishers can use to develop appropriate and effective universally designed materials, said David Rose, CAST's co-executive director. CAST welcomes input from educators as to what they should tell publishers to put in the materials so that all students can access all curricula. Contact CAST, 978/531-8555 or Web: www.cast.org.

The Most Effective Reading Strategies

The most effective way to teach children to read is through instruction that includes a combination of methods, according to a report by the National Reading Panel (NRP). NRP is a congressionally mandated group of teachers, administrators, researchers, professors, and parents. The panel reports that effective reading instruction includes:

- **Phonemic Awareness** — Phonemic awareness refers to the ability to focus on and manipulate phonemes in spoken words. (Phonemes are the smallest units constituting spoken language that combine to form syllables and words.)
- **Phonics** — Phonics instruction benefits children from kindergarten through 6th grade. Systematic synthetic phonics instruction — teaching students to convert letters into phonemes and then blend the phonemes to form words — has a positive and significant effect on reading skills for students with disabilities. The report also found that older students receiving phonics instruction are better able to decode and spell words and read text orally, but their text comprehension was not significantly improved.
- **Guided Oral Reading** — Guided oral reading is important for reading fluency. In guided oral reading, students read aloud to parents, teachers, or other students who correct their mistakes and provide them with feedback. Guided oral reading helps students across a wide range of grade levels learn to recognize new words, read accurately and easily, and comprehend what they read.
- **Reading/Vocabulary Comprehension** — Vocabulary instruction leads to gains in comprehension as long as instructional methods are appropriate to the reader's age and ability level. According to NRP's report, vocabulary should be taught both directly, apart from a larger narrative or text, and indirectly, as words are encountered in a larger text. Repetition and multiple exposure to vocabulary words will also assist vocabulary development, as will the use of computer technology. In addition, the use of computers in vocabulary instruction was found to be more effective than some traditional methods.

Working with Families

Education professionals who work directly with families are most effective when they establish understanding and

Continues on page 15

Are You a True Leader?

If the people who work for you had a choice about who their leader was, would they choose you? Learn how to lead from influence rather than control by attending the following CEC/Franklin Covey workshop:

Person Principles — Nov. 19, 2000

Williamsburg Marriott Hotel
Williamsburg, Virginia

Registration Rates

CEC Members: $250
Non-members: $325

For More Information

Call: 888/232-7733
E-mail: conteduc@cec.sped.org

TAKE IT FOR granted

Civic Education Grants — The Dirksen Congressional Center funds practical classroom strategies that improve the quality of teaching and learning about civics, with a focus on the role of Congress in the federal government. Deadlines: October 1, January 1, May 1. Eligibility: Teachers (4th through 12th grades), community college faculty, university faculty, teacher-led student teams, and curriculum developers. Contact: Frank Mackaman, The Dirksen Congressional Center, 301 S. Fourth Street, Suite A, Pekin, IL 61554, 309/347-7113, fax: 309/347-6432, e-mail: fmackaman@pekin.net, Web: www.pekin.net/dirksen/micheledgrants.html.

Grants for Professional Development — The National Foundation for the Improvement of Education (NFIE) awards $1000 grants for professional development opportunities for teachers, support personnel, and higher education faculty and staff. Deadline: Oct. 15, 2000. Eligibility: Practicing public school classroom teachers, public school support personnel, and faculty and staff of public higher education institutions. Contact: NFIE, Attention: Leadership Grants, 1201 16th Street, N.W., Suite 416, Washington, DC 20036-3207, 202/833-4000, Web: www.nfie.org/ldrshp.htm.

CEC Puts Professional Development at Your Desk

CEC connects you to the training you need. When you can't fly or drive to professional development events, take advantage of CEC's upcoming Web-based seminars. All you need is access to a computer.

Assessment — Fall 2000

Assessing One and All: Educational Accountability for Students with Disabilities — CEC's Web-based trainers, Steve Elliott and Jeff Braden, have developed a 16-week Web course based on the book by the same name, to be published by CEC in May. Complete the course at your own pace via the Web using your own computer, and obtain CEUs for a semester-length course. Registration opens this fall.

Adapting Elementary School Curricula — December 2000

Adapting Curricular Materials for the Inclusive Elementary Classroom — Learn specific techniques and strategies to adapt standard curricular materials for elementary school students with mild cognitive disabilities. Get the best and promising practices in a teacher-friendly format. These 90-minute seminars are based on the best-selling ERIC/OSEP mini-library, *Adapting Curricular Materials*. Each site registration fee includes one copy of the mini-library.

For More Information

Check the "Professional Development" section of the CEC Web site, www.cec.sped.org, or call CEC, 888/232-7733. □

Home Schooling, *from page 5*

their children do not become overloaded with social obligations.

"There are so many opportunities for socialization that parents must be proactive in limiting social activities," said Lawrence Williams, co-founder of Oak Meadow School in Vermont.

Home school proponents also say that they do a better job of preparing children to function in the real world. When children are home schooled, they interact with people of all ages, from the elderly to younger siblings. And, as they are often in the community, they gain the skill and confidence to interact with a wide range of individuals.

Disadvantages

Perhaps the most serious problem with home schooling is that there are few safety nets to ensure it is working. Thus, if a parent is unable to teach a child or gives up, the child can receive little or no education. Or, if a home schooled child has a behavior problem and the parents don't address it, the inappropriate behaviors continues. However, though these problems can, and do occur, experts in the field say they are rare.

Parents interested in home schooling should also be aware of the huge task they are undertaking, particularly for a child with an exceptionality. In addition to ensuring the child receives an appropriate education, the parent must learn about the child's exceptionality. Thus, in addition to reading and attending conferences, the parent may need to work with consultants or other professionals to have a child tested and plan an appropriate educational program. Also, home schooling a child with an exceptionality can be exhausting and the potential for burn out is high.

Finally, home schooling affects a family financially, because most give up a second income.

Some Innovations in Home Schooling

Parents who home school have far more options than in the past. Of course, one exciting innovation is the

Continues on page 15

New Developments in ADD/ADHD

Single Dose Drug Approved for ADD/ADHD

The first single-dose form of the drug most commonly used to treat attention deficit disorder in children won government approval in August. Concerta is a new form of the drug Methlyphenidate, commonly known as Ritalin. However, unlike Ritalin, which requires two or three doses daily, Concerta lasts 12 hours and will make in-school and after-school dosing unnecessary. Concerta is an extended-release formula in tablet form designed to be taken in the morning before a child leaves for school.

It is hoped that the new form of the drug will eliminate the stigma of taking a drug in school and the problems of getting it to the school nurse.

Research shows that between 4 and 12 percent of all school-age children may have ADD/ADHD, making it the most common childhood neurobehavioral disorder.

New Guidelines for ADD/ADHD

The American Academy of Pediatrics (AAP) recently released new guidelines for the diagnosis and evaluation of children with Attention Deficit/Hyperactivity Disorder. The new guidelines, designed for primary care physicians diagnosing ADHD in children ages 6 to 12, include the following recommendations:

- ADHD evaluations should be initiated by the primary care clinician for children who show signs of school difficulties; academic underachievement; troublesome relationships with teachers, family members, and peers; and other behavioral problems. Questions to parents, either directly or through a pre-visit questionnaire, regarding school and behavioral issues may help alert physicians to possible ADHD.
- In diagnosing ADHD, physicians should use DSM-IV criteria developed by the American Psychiatric Association. These guidelines require that ADHD symptoms be present in two or more of a child's settings and that the symptoms adversely affect the child's academic or social functioning for at least six months.
- The assessment of ADHD should include information obtained directly from parents or caregivers, as well as a classroom teacher or other school professional, regarding the core symptoms of ADHD in settings, the age of onset, duration of symptoms, and degree of functional impairment.
- Evaluation of a child with ADHD should also include assessment for co-existing conditions: learning and language problems, aggression, disruptive behavior, depression, or anxiety. As many as one-third of children diagnosed with ADHD also have a co-existing condition.

In recent years, there have been growing concerns about possible over diagnosis of ADD/ADHD. In surveys among pediatricians and family physicians across the country, wide variations were found in diagnostic criteria and treatment methods for ADHD.

The new standardized AAP guidelines were developed by a panel of medical, mental health, and educational experts. The Agency for Healthcare Research and Quality also provided significant research and background information for the new policy.

ADD/ADHD Resources

CEC offers a number products about ADD/ADHD. Call 888/232-7733 or see the Web, www.cec.sped.org, to order.

- *The ADD/ADHD Checklist: An Easy Reference for Parents and Teachers* (#S5253, $11.95).
- *Attention Deficit Hyperactivity Disorder Knowledge and Skills: Training Program for Educators* (#S5363, $49).
- *A.D.D. from A to Z: A Comprehensive Guide to Attention Deficit Disorder* (#M5144, VHS, $96).
- *ADHD: Inclusive Instruction and Collaborative Practices* (#M5085, VHS, $99). □

It Seemed Like a Good Idea at the Time ...

Sean was a first grade student in my class with mild autism and speech and language disabilities. I was having trouble with him bringing in his complete amount of lunch money, and I asked his mom to send the money in an envelope so that he would not lose it.

During math practice, Sean became extremely obsessed with the concept of zero. I would use manipulatives, draw "cookies" on the board, and use Cheerios. He was amazed with zero. One morning he came into class and I asked, as I usually do, for his lunch money. He had been doing wonderfully with the use of an envelope, so I wasn't worried at all. He brought me his envelope, handed it to me, and said, "Look Mrs. Phillips. Zero lunch money!" It was time for a new adaptation. But that's why I love teaching special education students. They keep me thinking!

Kathleen Phillips, via e-mail

Send In Your Story

Teachers often have good ideas, but not all of them turn out as planned. Read fellow CEC members' stories on the Web, www.cec.sped.org, and send your anecdotes to *CEC Today* Editor, 1920 Association Dr., Reston, Va. 20191-1589, or lyndav@cec.sped.org.

Life Centered Career Education Workshops

Give your students the skills they'll need for life by attending a Life Centered Career Education (LCCE) workshop. The next training is:

LCCE for Students with Mild Disabilities

Nov. 2-3, 2000

The Sheraton Reston Hotel
11810 Sunrise Valley Drive
Reston, Va. 20191

Registration: $235 for members.

See the CEC Web site for more information about other LCCE training opportunities, or call 888/232-7733.

We're Moving!

This fall will find CEC in a new location! In November, CEC will move to 1110 N. Glebe Road in Arlington, Va.

Though it was not easy to make the decision to move CEC Headquarters, the CEC Board of Governors determined that the move was in the best interests of the organization. In its new locale, CEC will be located on the subway line and much closer to downtown Washington, D.C. In this age of high-speed decision-making and communication, it is vital for CEC to be in close proximity to those we work with, including congressional members, the Department of Education, and other education associations with which CEC collaborates on education issues and policies.

Secondly, moving to the new location will be more cost effective than staying in the current building. In addition to major repair work and on-going maintenance, CEC would need to make substantial changes in the building to make it more accessible to individuals with disabilities.

Saying goodbye to 1920 Association Drive in Reston is a bittersweet moment. CEC has been housed at this location since 1974, and this locale has been the site of several innovative policy and legislative initiatives, the home of some of our most important publications and products, and numerous wonderful times for CEC's leaders to meet and work together to advance the field and the organization.

A look back reminds us of some milestones in CEC's and the field's history:

- The Individuals with Disabilities Education Act was passed.
- CEC established six national awards to honor outstanding contributors to the education of exceptional children and youth.
- *CEC Today*, *Teaching Exceptional Children*, and *Exceptional Children* were made official CEC publications.

We will remember CEC's tenure in Reston fondly, even as we move on in our quest to better serve the field and our members.

CEC will keep members apprised of when to begin using CEC's new address and phone and fax numbers. Members can always contact CEC by e-mail, service@cec.sped.org, or visit the Web site, www.cec.sped.org, for the latest news.

CEC's 2000 Leadership Institute the Best Yet!

On July 15-17, more than 100 of your CEC colleagues gave up lazy days of sunbathing, golfing, lolling about, and just plain enjoying themselves to attend CEC's annual Leadership Institute. These hearty individuals spent 2 1/2 days in intensive training to learn about CEC policies and initiatives, public policy issues, and the nuts and bolts of leading a CEC federation or division.

Members of the new Board of Directors convened for the first time during the Leadership Institute.

A highlight of the institute was an update on CEC's initiative to improve special education teaching conditions. Throughout the year, CEC's units will join Headquarters in our quest to make the public aware of current special education teaching conditions, the types of changes that need to be made, and activities to make those changes happen.

CEC's leaders also learned about major public policy issues CEC is involved in. One area in which CEC is working is gaining full appropriations for special education. That is, the federal government would provide 40 percent of the cost of special education. In addition, CEC is continuing its work on school discipline. CEC believes that no student with a disability should be denied educational services. However, if a student with a disability exhibits dangerous behavior to oneself or others, that student should receive educational services in an appropriate alternative setting and should receive behavioral supports and instruction. CEC is also advocating for gifted education funding so that on-going programs will be available for students with gifts and talents.

Of course, the Leadership Institute would not have been complete without Steve Kukic's keynote address, *Leading in Turbulent Times*. According to Kukic, to manage change, a leader must keep three constants in mind: 1) change is constant, 2) the leader must operate under principles that are changeless, and 3) the leader must remember that he or she always has a choice. Kukic also said those who wish to lead must exhibit trustworthiness 100 percent of the time, and they must "renew the saw" mentally, socially, physically, and spiritually.

At the CEC 2000 Leadership Institute, our leaders renewed their mission to CEC, learned how to implement plans for their units, and gained a new sense of camaraderie with their colleagues. □

CEC honor roll

Stanley Klein of Brookline, Mass., and member of CEC Chapter #143, was recently appointed as content editor for CanDo.com, a centralized online resource for people with disabilities.

Green Bay Packers' Guard Joe Andruzzi visited the special education class of **Donald Casey**, member of CEC Chapter #58, as part of their "Heralding Heroes and Heroines" curriculum. Andruzzi honored each of Casey's students at Stepney Elementary School in Monroe, Conn., with an autographed photo.

Do you have Honor Roll news to share about yourself or a fellow CEC member? Write to *CEC Today* Editor, CEC, 1920 Association Dr., Reston, Va. 20191-1589 or e-mail your news to lyndav@cec.sped.org.

Electronic Mailing Lists — What They Are and How to Use Them

As CEC expands its opportunities for members to interact online, we will offer members the opportunity to join targeted electronic mailing lists, also known as "list serves." Because many members may not be familiar with how these lists work, following are some tips on what to expect and how best to use these lists.

"Why am I getting mail from all these people?"

This question is frequently asked by people who are new to electronic mailing lists. When you subscribe to a mailing list, you are putting your e-mail address into an electronic distribution system. When someone sends an e-mail to the list, that e-mail is distributed to all list members, who can then reply either to the list so that everyone can see their reply or to the sender directly.

Generally, when you subscribe to a mailing list, you will receive a "Welcome" message that contains information about the list, instructions on subscribing and unsubscribing, and any guidelines or rules for posting to the list. Save this message in case you have questions.

Once you have subscribed to a mailing list, you will often receive messages that do not seem to be addressed to you. They generally have something in brackets in the subject line, such as [SPEDEX]. The text in brackets is the list name and lets you know that the message originates from someone on the mailing list. DO NOT send messages you receive from the list back to the list. When you forward messages back to the list, you send your message, with the original message attached, back to everyone on the list, including you. If you do not wish to reply to the message, simply delete it.

Reply with Caution

It is important that you pay attention to whom you are sending a reply when using e-mail lists. Most lists are set up so that when you hit the "Reply" button to answer a list message, your reply goes to the list unless you specify otherwise. If you wish to reply to the sender of the message directly, you must hit "Reply" and then delete the list address from the "To" field and replace it with the original sender's address. If you don't remember to do this, the results can be embarrassing.

"I have a question about the list. Who can I ask?"

All mailing lists have an "owner," whom you can contact about questions pertaining to how the list operates, whether replies are set to go to the person who sends a message or to the list, or if there are particular list rules you should follow. If you don't know the list owner's personal e-mail address, you can still send them a message. Take the name of the mailing list (for example, CEC has a list on special education topics called "SPEDEX," with the address spedex@lists.cec.sped.org), and put "owner-" in front of it. For the SPEDEX list, the owner's address would be owner-spedex@lists.cec.sped.org, and any e-mail sent to owner-spedex is forwarded to the list owner.

"I can't take all this e-mail. How can I unsubscribe from the list?"

To unsubscribe from a mailing list, you can either send a message to the list owner asking to be unsubscribed or send an unsubscribe request to the mailing list administrator. The administrator's address will be (listname)-request@ lists.cec.sped.org — for the SPEDEX list, it's spedex-request@ lists.cec.sped.org. You should make sure that the word "unsubscribe" appears in either the subject or the body of your message.

DO NOT send unsubscribe requests to the main list address. All that will do is distribute your request to the other members of the mailing list. □

Electronic Mailing List Tips and Etiquette

If you have questions on how to use mailing lists or would like specific tips on list behavior, you can consult the following Web sites:

- http://www.albion.com/netiquette
- http://www.list-etiquette.com.

Both sites have information on how to use mailing lists, as well as things you should and shouldn't do on these lists.

SPEDEX — The Teachers' Forum

Do you have questions for teachers in a specialty other than yours? Are there techniques you want to know about? Want help with classroom problems? If so, join the SPEDEX electronic mailing list.

SPEDEX is for teachers in all capacities — general and special education teachers, teachers of English as a second language, and other specialists. By contacting other teachers and specialists, you can get many perspectives and information on a question, issue, or problem.

Help us get some good discussions going by joining SPEDEX now and passing the word along to your friends and colleagues.

How to Join

Send an e-mail to spedex-request@ lists.cec.sped.org. Leave the subject line blank and write "subscribe" in the body of the message.

The SPEDEX list is operated by the ERIC Clearinghouse for Disabilities and Gifted Education.

Are You Up-to-Date?

Does CEC have your current e-mail address? Are you starting a new job this year and need to update your daytime contact information or mailing address? Stay in touch by keeping CEC informed of such changes. To update your information, contact CEC, 888/CEC-SPED or service@cec.sped.org.

Extra credit

Free IEP Guide — The U.S. Department of Education's Guide to the Individualized Education Program (IEP) offers educators a step-by-step look at the IEP, including information about writing the IEP, deciding placement, and implementing the IEP. The guide also contains a sample IEP form and information resources. Contact: ED Pubs, Editorial Publications Center, U.S. Department of Education, P.O. Box 1398, Jessup, MD 20794-1398; 877/4ED-PUBS, TTY: 877/576-7734, fax: 301/470-1244, or www.ed.gov/pubs/edpubs.html (search "IEP Guide").

Reading and Writing Assignments — At www.storiestogrowby.com, educators can access free teaching materials to help their students learn reading and writing. The site has dozens of folk tales from around the world, each themed around positive behavior. Each story is accompanied by a set of discussion questions. Contact: Whootie Owl Productions, 877/WHOOTIE, 617/244-0106, whootieowl@storiestogrowby.com.

High School Clubs for Exceptional Children

CEC High School Clubs provide an excellent volunteer experience to foster concern for and acceptance of individuals with exceptionalities. It can also be the recruitment avenue needed to ensure quality special educators for the future!

High school students can benefit from a number of your activities. You can speak at their meetings, invite them to visit your classrooms, or be a mentor. In addition, many high school students have hosted conference sessions, provided babysitting services during meetings, and developed lesson plans and activities for new creative ways of learning.

Call 888/232-7733 today to have a CEC High School Club packet mailed to you. Or write to CEC, Membership and Unit Development, 1920 Association Dr., Reston, Va., 20191, or e-mail: service@cec.sped.org.

Group Seeks to Establish a CEC Division for Deaf and Hard of Hearing

BY SUSAN EASTERBROOK

Are you interested in a professional organization in the field of Deaf and Hard of Hearing with the clout of the Council for Exceptional Children? That is exactly what a group of CEC members has been wondering for quite some time. This grass-roots group has formed itself into an organization called the Division for Deaf and Hard of Hearing (DDHH), a division they hope to see incorporated into the CEC organization.

This is a tremendously exciting new opportunity for educators devoted to providing quality programming to children who are deaf or hard of hearing. Whether their responsibilities are as classroom teachers, resource support personnel, or program administrators, this new organization strives to meet these needs.

CEC has long been the nation's strongest and most aggressive professional organization for educators of children with disabilities. CEC's strength and position within the political arena have been invaluable in promoting laws, policies, and services to students with disabilities for over 75 years. Students who are deaf and hard of hearing have benefited from these efforts, but isn't it time for them to have a formal face and stronger voice within CEC?

Perhaps one reason for CEC's continuing position of leadership has been its organizational ability to change with the times, address new problems, and envision new approaches. Creating a new division devoted to students with hearing losses would continue this tradition of leadership.

The group of individuals who presently comprise DDHH intends to petition the CEC Board of Directors to propose such a change, and you are invited to join in the effort. The primary focus for this new group will be on infants through young adults with hearing loss and the instructional, administrative and legal issues they face.

During its initial organizing process, the group is asking for donations only — no dues! To join in on the ground floor of this new division and to help it grow, please go to the third page of our Web site, www.gsu.edu/ddhh, copy the application form, and mail it to Teris Schery. Her address is on the page that follows. You can also call her at 404/651-0116.

Thank you for the opportunity to inform you of this new and very exciting event. Won't you please consider CEC and DDHH? We'd love to have you join us! □

Susan Easterbrook is an associate professor of deaf education at Georgia State University in Atlanta. She is also president elect of the Division for Deaf and Hard of Hearing

Letter to the Editor

I just received my copy of *CEC Today* and saw the article regarding special education teaching conditions and improving them. I didn't see any reference to my biggest concern, and that is lack the of qualified and dedicated educational assistants. I am thinking of leaving this profession due to the fact that I have no classroom support. Many districts require no full-time aides.

I STRONGLY believe that all classrooms serving students with emotional/behavioral disorders have full-time, qualified aides. It is dangerous and foolish to not have this support. When I don't have an aide, I have no lunch, no planning periods, NOTHING! I have to supervise my kids. This is not fair! I would like to see this issue addressed. Thank you.

Heather Gabelman
Cleveland, Ohio

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Home Schooling, *from page 5*

Internet, which allows parents to hook up with each other and enables children to have a library at their fingertips. In fact, 86 percent of families who home school use the computer.

Another contributor to effective home schooling is distance education, which provides appropriate curricula for home schooled students and allows them to advance at their own rate. For example, gifted students may take advanced placement and/or college courses via distance education in their early teens.

On the other hand, some distance education facilities specialize in providing programs for students with exceptionalities. One such school, Oak Meadows, helps develop the student's IEP, builds independent study programs around the child's interests, and adapts instruction to the child's learning style, said Lawrence. Students can learn content through the Web, by reading texts, watching a video, or completing an experiential project! Another school, Almaden Valley Christian School in California, helps parents set up programs and provides texts for students with special needs.

Home schooled students with exceptionalities also take advantage of community colleges. Students may start taking college courses early or enroll in vocational courses.

What about IEPs and Other Legal Issues?

The law and home schooled children with exceptionalities is a slippery area. First, parents may not get their child with disabilities formally tested, because they do not want the child to be labeled. If they do get their child tested, many have an independent consultant or psychologist perform the assessment rather than the school.

If the child resides in a state that recognizes home schooling as a private school (12 states do) and the child has a disability, he or she is entitled to special education services at the public school. The services typically provided are speech, occupational, and physical therapy.

If the child has a disability, the parents often create an IEP for the child, either with the school, a consultant, or on their own. They may do the same with a transition plan. Parents who home school their children with disabilities realize that it takes a lot of planning to ensure the children will transition successfully into society, said Jane Duffey, director of the Norfolk Christian School's Home School Program.

However, an area that is not well addressed is accountability. Currently only a few states have assessment requirements for their students with disabilities who are home schooled. Depending on state requirements, home schooled students may take a standardized test, provide a portfolio of their work, or be evaluated by an independent consultant. If a student has not made adequate progress, the state may mandate an alternate form of education for the student. But, even these programs are not failsafe. If the schools make it too difficult, the parents may circumvent the system by failing to register their child as home schooled.

Home Schooling and the Future

A new trend that may continue into the future is one in which the public school and home schools work together. Rather than focusing on the "place," parents and teachers would focus on what is best for the child.

"I hope to continue to see the trend where schools and home schools work together collaboratively," said Ensign. "By inviting home schooled children to participate in Special Olympics, the school gains some very dedicated parents. And the (home schooling) parents are eager for help and advice. They want to know ways to work with children with exceptionalities and materials they can use with their children." □

Research Conference, *from page 9*

respectful relationships and provide information that is clear, specific, and relevant, said panelists representing researchers, parents, and family trainers.

Tips to Establish Relationships with Families

Presenters recommended several tips to strengthen relationships with a student's family to enhance his or her education.

- **Recognize a family's spirituality.** Spirituality influences behavior and cannot be overlooked, said Valerie Muhummad, a parent of a child with a disability. By acknowledging the spiritual component of a family, educators can better connect with families and "heal each other," said Rud Turnbull, co-director of the Beach Center on Families and Disability, University of Kansas, Lawrence.
- **Employ a translator.** If English is not the family's native language, use a translator of the family's choosing.
- **Walk in their shoes.** Educators must understand and respect a family's situation. For example, families whose members may be in the United States illegally may not trust even well meaning people to safeguard their information.
- **Meet on their turf** or in a neutral environment. Be sure the family feels comfortable and safe.
- **Break bread with them.** "If they serve you a plate of beans and rice piled high, break bread with them," Muhummad said. "You may not be able to eat it all, but you must respond to their hospitality."

Getting Information to Families

Families want practical information about their child's disability and education that is packaged like a recipe, said Suzanne Ripley, deputy director of the National Information Center for Children and Youth with Disabilities (NICHCY).

"When families first learn their child has a disability, they want to know what it means," Ripley said. "They want to know if their child will walk, talk, learn, go to college, get a job, or have friends."

Families also want specific and realistic information about how to teach their child to talk and read and how to foster self-esteem. Ripley also stressed the importance of actively getting information about services, training, and research out to families. □

CALENDAR OF CEC events

september

September 28-29, 2000
DLD's First Annual Conference, "Bridging the Gap between Research and Practice: Research-Supported Interventions for Students with Learning Disabilities." Westin-Francis Marion Hotel & Charleston Lightsey Conference Center, Charleston, SC. Contact: National DLD Conference, PO Box 1304, Lawrence, KS 66044, 785/749-1473, FAX 814/863-1002, DLDConference@hotmail.com, or CAH14@psu.edu.

october

October 11, 2000
CEC Pre-symposium Institutes, "Promising Practices for Reducing Disproportionate Representation" and "An Assessment and Intervention Model for Language Minority Students." Hyatt Regency, Albuquerque, NM. Contact: CEC, 1920 Association Drive, Reston, VA 20191-1589, 888/232-7733, conteduc@cec.sped.org.

October 12-13, 2000
CEC/DDEL Symposium on Culturally and Linguistically Diverse Exceptional Learners, "Diversity in the New Millennium." Hyatt Regency Albuquerque, Albuquerque, NM. Contact: CEC, 1920 Association Drive, Reston, VA 20191-1589, 888/232-7733, e-mail: conteduc@cec.sped.org.

October 14, 2000
CEC Post-symposium Franklin Covey Workshop: "Building Trust." Hyatt Regency, Albuquerque, NM. Contact: CEC, 1920 Association Drive, Reston, VA 20191-1589, 888/232-7733, conteduc@cec.sped.org.

October 12-14, 2000
Florida CEC Federation Annual Conference, "Exceptional Education ... Marching Forward into the New Millennium." Doubletree Hotel, Tampa, FL. Contact: Linda Phillips, 727/588-6506 (O), 727/579-4056 (H), 727/588-6441 FAX, e-mail: filupsl@hotmail.com.

October 12-14, 2000
MRDD's 7th International Conference, "Many Roads: Different Directions." Holiday Inn-Inner Harbor, Baltimore, MD. Contact: Val Sharpe, 410/480-9667, e-mail: vmkko@aol.com, or mail: Tom Wood, 5337 Country Oaks Drive, El Paso, TX 79932, 915/747-5572 (O), 915/581-4261 (H), FAX 915/747-5755, e-mail: twood@utep.edu.

October 25-28, 2000
California CEC Federation 50th Annual Meeting and Special Education Showcase, "Taking Reform into the New Millennium." Doubletree Hotel, Sacramento, CA 95815. Contact: Marion England, 1010 S Street, Sacramento, CA 95814, 916/443-1838 FAX. For program presentations, contact Leo Sandoval, 916/783-9577, leos@mindsync.com.

november

November 1-3, 2000
South Carolina Transition Conference. Hyatt Regency Greenville, Greenville, SC. Contact: Project SIGHT, University of South Carolina School of Medicine/CDR, Columbia, SC, 29208, 803/935-5219, e-mail: hinesl@cdd.sc.edu. Co-sponsored by South Carolina DCDT and Project SIGHT.

November 2-3, 2000
LCCE Regional Training. Reston, VA. Contact: CEC, 1920 Association Drive, Reston, VA 20191-1589, 888/232-7733, conteduc@cec.sped.org.

November 2-4, 2000
CEDS Annual Conference, "Cultural Diversity and Assessment." Hanalei Hotel, San Diego, CA. Contact: Sandra Latchford, 60 Surrey Crescent, Fredericton, NB E3B 4L3, Canada, 506/453-3515 (O), 506/453-4765 FAX, sandral@unb.ca, CEDS Web site, www.cec.sped.org/CEDS.

November 2-4, 2000
Illinois CEC Federation Annual Convention, "Millennium Bridges to the 21st Century." Hyatt Regency Woodfield, Schaumburg, IL. Contact: Robert Abbott, PO Box 595, Waukegan, IL 60079. Conference Web site: http://www.bradley.edu/campusorg/bscec/fallconf.html.

November 6-9, 2000
23rd Annual TED Conference, "The New Millennium: Issues, Concerns, Solutions." Tropicana Hotel, Las Vegas, NV. Contact: Nasim Dil, Department of Special Education, University of Nevada-Las Vegas, 4505 Maryland Parkway, Las Vegas, NV 89154-3014, 702/895-1103 (O), FAX 702/895-0984, dil@ccmail.nevada.edu.

November 8-10, 2000
Arkansas CEC Federation Conference, "Let Us Continue: Special Education in the 21st Century" (Nov 9-10). Austin Hotel and Convention Center, Hot Springs, AR. Pre-conference workshop sponsored by CCBD, November 8. Contact: Bruce Pilcher, PO Box 1155, Rogers, AR 72757, 501/631-3515, bpilcher@rps3.nwsc.k12.ar.us, or see the Web: http://www.cec.sped.org/ Arkansas.

THE COUNCIL FOR EXCEPTIONAL CHILDREN
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Reston, VA 20191-1589

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Vol. 7 No. 2
SEPTEMBER 2000

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- **Outstanding Leadership Award**
- **Business Award**
- **Outstanding Public Service Award**
- **Special Education Research Award**

The deadline for nominations is November 6, 2000.

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High Stakes Testing a Mixed Blessing for Special Students

BY MARTHA FRASE-BLUNT

With the word "accountability" on every teacher's and parent's lips these days, one controversial tool that's emerging is state mandated proficiency exams. Statewide assessments become truly 'high stakes' when school quality, teacher competence, and individual student capability are judged by their results. The stakes hit the ceiling when these test scores are used by states and school districts as the sole determinant of whether students pass to the next grade or graduate.

The 1997 reauthorization of the Individuals with Disabilities Education Act (IDEA) has pushed the notion of accountability into the world of special education. The law says that students with disabilities should have access to the general education curriculum and that these students should be included in state- and district-wide assessments. And that includes high stakes testing.

Currently, many states are implementing or considering implementing high stakes testing. Twenty-seven states have instituted or are piloting a high school graduation test, and some other states are requiring students to pass tests in the elementary and middle school levels before they pass on to the next grade.

"I think many in the special education community perceive the tests as a way of ensuring that the kids will have real access to the general curriculum," says Doug Fuchs, professor at Vanderbilt University.

Continues on page 5

A Multicultural Feast in Albuquerque

BY CAROLYN COSMOS

Educators and others who attended the Albuquerque Symposium on Culturally and Linguistically Diverse Exceptional Learners were in for a treat: A colorful learning buffet with food for thought, succor for the soul, hands-on lessons, and a soupçon of festival fun.

"We offered an active, interesting conference experience," says Scott Sparks, co-chair of the gathering held in New Mexico's largest city on October 12 and 13. "Professionals were able to hear what is happening right now whatever their area of interest," he said.

A Menu of Dreams, Stories, and Strategies

"We used American Indian storytellers at the conference," which set the tone while reflecting the reach of special education, Scott said. Presenters included professional storyteller Sunny Dooley, a Navaho, and Laguna Pueblo's Vergil Reeder.

Attorney Lesra Martin gave the keynote address. Functionally illiterate to age 15, Martin is the advocate who used his newly minted skills in reading and writing to help free unjustly imprisoned boxing champ

Continues on page 9

On Taking Risks in Your Teaching: A Teacher Speaks Out

Jennings and his students pose before a gardening project they completed.

BY CAROLYN COSMOS

"Special Education is a place where experimentation and risk-taking aren't an option — they're a necessity," says the New Jersey Federation's Teacher of the Year Matthew Jennings. "People often try to do more of what doesn't work, trying the same things in larger doses, but if it's not working we need to try something different."

Jennings' own risk-taking has paid off. He came to national attention this year for his work at Crossroads Middle School in Monmouth Junction, NJ, when he was recognized as an outstanding teacher at CEC's annual convention. He's also experienced positive feedback a bit closer to home.

"Mr. Jennings taught me a lot," says Rob Jogan, 13, of his Crossroads encounters with Jennings in special education language arts as well as mainstream social studies classes where Jennings assisted Rob.

"He had all these techniques," Rob says, including " how to study for tests, how to do the things that we have to do in this life, how it will be [when we're] writing a resume, steps to succeed." Rob says he enjoyed Jennings' classes: "I was happy I was learning."

Doreen Jogan, Rob's mother, is an educator herself but notes "when you're on the other side of the fence you see it as a mother." What did she like best about her son's tour with Jennings? "Number one, the improvement in self esteem. Secondly, Rob got the idea that school was fun." In addition, her son entered the year reading poorly and by the end of it had "mastered his grade level," she observes.

Service with a Smile

Jennings was nominated for the New Jersey Federation award for his innovative service learning programs. His students taught kindergarten students how to read. They trained senior citizens in computer use. They made quilts for infants born addicted to drugs. In each service program varied skills and subjects were woven in — reading, writing, math, measurement, and topics in social studies. The programs were so successful that Upper Elementary School in South Brunswick has hired Jennings away and is now asking him to create service learning projects for every unit in the school — special and general education alike.

"I had 7th and 8th graders below grade level in reading. I trained them to be reading tutors for young special education students," Jennings says, explaining how he got started.

He was supported by his supervisors, who provided 160 books and other resources, including computer programs where students could write and illustrate alphabet books to share with their younger reading partners.

"It was fun working with the kids," comments Rob Jogan. "It reminds you of when you were little, and it was fun reading the books to them. It makes you feel good because you're helping them."

Next, when Jennings heard that a senior center's computers were lying idle, because "nobody knows how to use them," he created a second program, this time setting his special education English class to teaching computer use to seniors. Using computers and scanners provided by the New Jersey Educational Association, Jennings tutored his kids in computing. He discovered "they were phenomenal . . .. and often developed exceptional skills."

The students were next matched with one or two seniors who learned word processing and basic computing from them. The learning, however, went both ways, with the pairs writing stories together. As part of the project Rob Jogan had to research and write a paper on Social Security, and his mother links the seniors program to his improved reading.

"Every Friday they took a bus to the Senior Center," says Jogan. Of Rob's senior partner, she says, "He loved her like a grandmother. He would get all dressed up on Friday, as if he were saying to himself, 'I'm going somewhere' in life."

A Boost in Morale for Teachers Too

"My service projects motivated me," Jennings says, noting that he, like many teachers, goes through tough times. "It's the sheer volume of paperwork, and special ed teachers have to look for smaller steps in terms of student growth. If you're results driven, as I am, that can be a frustration," he observes.

The service projects were a boon because they brought out the best in everyone, he explains. "Some of the more difficult kids would rise to the occasion with these projects. I rarely had a behavior problem," he comments, although, he adds, "they might act out coming back on the bus!"

The service projects were a lot of extra work and involved him in late-night grant writing and other searches for funds. However, the extra time was worth it, because his programs address the whole child as well as his or her academic achievements.

"I'm concerned about the increasing focus on improving test scores," says Jennings. "Unless we deal with the emotional and social needs we're not going to get forward movement with the academics."

In special education, teachers need to take risks to move forward, he believes, knowing that "sometimes it's going to work, but not always. Sometimes it's not going to go your way. And sometimes it is." □

It's Time for Your Benefits Check-Up!

Physicians recommend a yearly physical examination to ensure good physical health. Likewise, financial experts recommend a yearly examination of your personal financial management plan to ensure your good fiscal health.

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For more information about the plans available to CEC members, call Forrest T. Jones and Company, Inc. at 800/265-9366.

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CEC Today is published 10 times a year, Jan/Feb, March, April/May, June, July, Aug., Sept., Oct., Nov. and Dec., by The Council for Exceptional Children, 1920 Association Drive, Reston, VA 20191-1589. Telephone 888/232-7733, TTY 703/264-9446, lyndav@cec.sped.org, Web: www.cec.sped.org.

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Advocacy in Action

CEC Celebrates IDEA's 25th Anniversary

CEC, in conjunction with the Consortium for Citizens with Disabilities and the Office of Special Education and Rehabilitative Services in the U.S. Department of Education, is working to celebrate the 25th anniversary of the passage of P.L. 94-142, the Education for All Handicapped Children Act, now known as the Individuals with Disabilities Education Act (IDEA). Several events are planned for the fall to recognize this landmark legislation.

CEC is collaborating with congressional staff to hold a symposium on October 5, 2000, in the Senate Russell Caucus Room. Several panels will discuss the progress of IDEA, students' perspectives about the law, IDEA's impact, and the future of the legislation.

Additionally, we are sponsoring a "Poster Contest" for students with disabilities. Students across the country are asked to submit artwork, and the winning entry will be made into a 25th IDEA Anniversary commemorative poster. For a copy of the Poster Contest entry form, please contact Beth Foley at 703/264-9409, or bethf@cec.sped.org. The winner and a family member will receive an all-expenses-paid trip to Washington, D.C., when the poster is unveiled in November.

Finally, we are working with administration staff to have a White House event on November 29, the actual date the legislation was signed 25 years ago.

CEC Supports Bill Mandating Full Federal Funding for Special Ed

CEC is putting its support behind a new bill that would force the federal government to pay for 40 percent of the cost of special education. The Mandatory IDEA Funding Act bill, unveiled by U.S. Representative Charles Bass (R-NH) this summer, would change the funding stream under IDEA for state grant funds from discretionary to mandatory. Bass plans to introduce the legislation once Congress returns this fall.

Under Bass's bill, the minimum state grant for special education would increase by five percent each year beginning in Fiscal Year 2002 and will continue until Fiscal Year 2006, when federal funding would reach 40 percent.

"In 1975, when Congress passed the Individuals with Disabilities Education Act mandating special education, the federal government promised to fund 40 percent of the cost of the program," said Bass.. Since entering Congress in 1995, I have worked to more than double federal funding for special education from just 5 percent to its current historical level of 12.6 percent.

"IDEA has made it possible for many children with disabilities to receive an education," continued Bass. "But the high cost of educating children with disabilities and the federal government's failure to pay its fair share have stretched state and local education funds, making it difficult to provide a quality education to all students, including children with disabilities.

"The Mandatory IDEA Funding Act would help ease the financial burden IDEA has placed on states and local school districts by amending the Individuals with Disabilities Education Act to change federal funding for special education from discretionary to mandatory spending," said Bass. "This would free up state and local dollars for school construction, new teachers, and new computers or property tax relief."

As soon as the bill is introduced (we'll let you know), look for it on CEC's Legislative Action Center at http://congress.nw.dc.us/cek/. We'll be following it for you.

While CEC supports the Mandatory IDEA Funding Act legislation, we will continue to work for full funding for other IDEA programs such as special education services for preschoolers and infants and toddlers, as well as special education support programs. □

Mark Your Calendars: Disability Mentoring Day Is October 25!

October 25, 2000, will be Disability Mentoring Day, which is modeled after a variety of mentoring and job shadow days associated with African American History Month, Hispanic Heritage Month, etc., and national programs like the February Groundhog Job Shadow Day. It is also part of the National Disability Employment Awareness Month.

Disability Mentoring Day is to take place the last Wednesday of every October and is designed not as an alternative to "mainstream" job/career days, but rather as a complement to them. (Check out www.jobshadow.org to learn more about the Groundhog Job Shadow day.)

Disability Mentoring Day gives people with disabilities an opportunity to think about career options and to educate the public about the potential of a massive resource for sustaining our national well being. By having participation from all across the country — and demonstrating partnerships between young people with disabilities, employers, organizations, and schools — Disability Mentoring Day can help realize the employment goals of ADA.

In addition, Disability Mentoring Day can mobilize the employment of people with disabilities. Employers can identify qualified job candidates for future employment, and participants can view the day as an occasion to learn about potential job opportunities and attractive workplaces. It can also help in developing long-term relationships between disability organizations and employers.

People with disabilities interested in participating should begin thinking now about preparing a resume and about what kind of mentoring experience would be most helpful (i.e. what type of career).

In the coming weeks, detailed information will made available online at the new www.disability.gov Web site.

Assessment, *from page 1*

"It puts pressure on everyone connected to children with disabilities to accelerate their academic progress, ensuring that they will not be forgotten in the general classroom."

Gains and Losses

High stakes testing has engendered pluses and minuses, as well as confusion and anxiety for special education students and their teachers in schools across the nation.

For instance, some special education teachers are caught in a basic quandary: do I teach content to my students so that they will do well on the test, or should I focus my energy on helping a student master essential skills such as reading or math?

"It has always been my understanding that the IEP drives the special education student's education," says Jennifer Weaver, former teacher of students with disabilities and the SCEC president. "However, teachers are often forced to put grade-level content and curriculum ahead of the specialized programs developed by IEP teams in order to prepare students for these assessments."

Weaver goes on to say that many teachers try to offer the best of both worlds by attempting to meet IEP goals by using content that may be found on state assessments, but no one knows if this technique leads to success for the students.

In other cases, special education teachers say high stakes testing and the pressure it brings has caused them to change they way they teach.

In Florida, the FCAT (Florida Comprehensive Assessment Test) is used as a measure to give grades to schools, with monetary incentives — or penalties — for teachers and schools tied to these results.

"Teachers and parents of special ed students are happy that expectations are high, yet using this test as a single measure to award a diploma is causing lots of frustration and fear," says Matty Rodriguez-Walling, a teacher and trainer for Miami-Dade County Public Schools and a former CEC Teacher of the Year. "I work with many classroom teachers in various settings, and I can assure you that it has changed the way they teach. The purpose of instruction has changed to mastering what will be assessed, as opposed to mastering major concepts and being creative. The whole atmosphere of the class and of the school is permeated with FCAT."

While parents of children with special needs support their children's inclusion in state- and district-wide testing for the most part, they often share teachers' concerns about what is being lost educationally. For example, the "teaching moments" that can make all the difference to a child's understanding of a subject, can be forfeited believes Salvatore Terrasi, Supervisor of Assessment for Brockton Public Schools in Massachusetts.

"There's a danger that test-driven education can become fairly mechanistic—a 'skill-and-drill' exercise," he says.

Special educators further express concern about high stakes testing, because in some states the special education constituency was not included in the development of state standards. As a result, the standards don't extend themselves widely enough to encompass children with special needs, and what you end up with is a fairly rigid or strictly interpreted curriculum," says Terrasi.

"I'm not saying children with special needs shouldn't be counted, but if the method of including them in some way becomes an impediment to their education, I think there's an issue there."

However, special educators also say that state- and district-wide assessments can benefit students with disabilities. For example, high stakes testing may prove to be the impetus needed to ensure students with disabilities get a higher quality of educational service from both special and general educators.

"The jury is out on whether many of these kids can pass," says Fuchs. "This doesn't suggest that most classroom teachers are not capable of bringing lowest achieving children with disabilities up to the test criteria, but it argues for more intensive, more individualized expert instruction for these children in the classroom and the resource room."

Another plus is that including students with special needs gives school administrations incentive to devote more resources to special education, notes Rodriguez--Walling.

"The administration is paying more attention to our students, teachers are receiving more training, and there is more communication between general and special education," she explains.

Test Anxiety

A side product of high stakes testing is the psychological toll on students and teachers. Terrasi points out that both special and general education students "are feeling a level of anxiety we haven't seen before."

The net effect of the diploma sanction has been an increase in dropout rates, especially for minority, urban, special education, and bilingual students, according to Terrasi.

"They're just not going to play the game and are self-selecting out of the process," he says.

Special education teachers are also grappling with the question of who can take alternate assessments. IDEA says that students with disabilities have the option of alternative assessments, but it is expected that only a low percentage of students, between one and five percent, will require an alternative assessment.

"Our special ed teachers have lots of questions in their minds concerning those who can't take alternate assessments," says Clara Martin, lead manager of Student Assignment and Training for Cincinnati Public Schools. "How can we expect them to prepare students who are not functioning on that educational level?"

The Accommodation Paradox

IDEA '97 states that children with disabilities must be "included in general state and district-wide assessment programs, with appropriate accommodations, where necessary." But the legisla-

Continues on page 7

Survival Guide for First-Year Teachers

If you are a beginning special education teacher, you'll want to be sure and order your copy of CEC's *Survival Guide for the First-Year Special Education Teacher.* It's chock-full of tips to help you get to know your students, collaborate with other professionals, communicate effectively, and more! A sample of the contents of this invaluable resource includes:

Tips for the Classroom — This chapter covers everything from an interest inventory for your students, setting classroom rules, behavior management, what to prepare for a substitute teacher, and general tips to help you succeed.

Building Rapport — To be effective, a special education teacher must be able to build relationships with many different individuals. You'll learn how to get to know and work with your colleagues and the administration in way that will increase your professional status. Plus, there's a whole section devoted to communicating clearly and positively with parents.

Interfacing with Regular Educators — You'll learn the "basic ingredients to a successful regular and special education partnership," as well as methods to implement instruction for your students in the general education classroom. Additional communication strategies are outlined so you can keep these relationships on track.

Be Kind to Yourself and Enjoy — Stress is a part of life, but you shouldn't be "stressed out!" Learn strategies to reduce the stress that comes with being a special education teacher, as well as techniques to reduce stress for your students.

Think About It — Often when we are new teachers, we encounter situations neither our classes nor student teaching prepared us for. This section presents you with some "sticky" situations you could be faced with. They provide a great opportunity to talk with other teachers and see how they would handle the situation — and to work out an "emergency plan" before the emergency occurs.

To order *Survival Skills*, call 888/CEC-SPED. #P335R $13.50/CEC Members $9.30.

De-stress — Even When Your Life Is Full of Stress!

It's early in the school year, but before you know it, you'll be buried in assignments, campus activities, and other obligations. If you're a new teacher, it can be even worse! You have to get to know your students, plan lessons, learn your school's procedures and culture, write IEPs, and meet parents. And, not least, you need to prove to yourself that you can do the job. Yikes! Before you find yourself grasping for a lifeline, take these steps to de-stress your life.

Stop — When panic sets in and you wonder how you will ever accomplish everything you need to do, take a moment for yourself. Sit down. Breathe deeply. Sip tea, hot chocolate, or even coffee. (You'll sit longer if it's hot.) Enjoy a moment of calm. Then begin to focus on what you need to accomplish.

Try a List — Even if lists make you crazy, write down everything you need to do. This will help you get everything out in the open and give you a place to start. If you are a notorious list maker, try organizing your list by category. Finally, as you accomplish your goals, cross things off your list.

Re-evaluate Your Priorities — Once you've got your list, look at all you need to do and put things in perspective. You will need to do some things immediately, while others can sit on the back burner. Highlight those things that are top priority and focus on them. Schedule the other things for a later date. By prioritizing your tasks, you'll be able to target your energies in the right direction.

Eat Healthy Food — Eating junk food contributes to stress. Your body doesn't function at peak performance when it's overloaded with Cheetos, Coke, and Twinkies. Try a turkey sandwich instead of a hamburger. Drink lots of water and eat some fruit instead of munching on cookies. Fuel your body with good food, and your mind will do wonderful things for you.

Start Small — Too often we think we must complete a project from start to finish in one sitting. A better approach is to tackle big jobs in small steps. You can space them out over days, a week, or even a month, depending on how much time you have. When starting out, some people do the hard tasks first and get them out of the way. Others start with something they enjoy, and then they are ready to take on the tasks they dislike. Either way works. Just be sure you get started!

Share Your Stress with a Friend — Find someone to talk to about all that you have going on in your life. Vent when things become overwhelming, but share your accomplishments as well. Once you've completed a big task, check in with your friend and report on how you are doing. Don't forget to listen to what your friend has been doing as well. It helps to know you are not alone!

Exercise — Even if you aren't a distance runner, your body will benefit from a brisk walk, time on the treadmill, or a rollerblade across campus. Physical exercise will raise your endorphin level, help you focus more effectively, and make you accomplish more in the long run.

Don't Try to Schedule Too Much in a Day — One of the most discouraging realizations is to end the day and still have a long list of unaccomplished chores. To avoid this, take a realistic look at the time you have available in a day, the time each task takes, and schedule accordingly. If you have a lot of meetings or classes one day, you simply are not going to have as much — or any — time to write papers or lesson plans. If you just aren't going to be able to get to a particular task on one day, move it forward to a day that is less busy. □

Educators Learn about Transition — Via Satellite

Educators can join together for an exciting conference on transition, "If Transition Is Such a Great Idea — Then Why Is It So Difficult to Implement?" A first conference was held on Oct. 3, 2000, and the second conference will be held on Dec. 12, 2000.

The conferences explore the eight research-based practices that enhance transition from school to work and adult life. They focus on parent and student participation in planning, shared values between teachers and administrators, research and evaluation of post-school outcomes, and uniting leaders and advocacy — top-down and bottom-up.

The conferences are co-facilitated by a nationally recognized parent leader and prominent transition researcher and include teams of parents, educators, students, and administrators from different states. The work of Susan Brody Hasazi, from the University of Vermont, is featured as well as the promising programs and approaches identified by the National Transition Network of the University of Minnesota and the National Transition Alliance at the University of Illinois.

If you aren't able to participate in these teleconferences, you can still access the information! For information on ordering videotapes and handouts of the telecast, call Distance Learning Center at 800/236-5293 (PA only) or 724/443-7488. Please allow six-eight weeks for delivery.

The two national satellite conferences are sponsored by the IDEA Partnership Projects. □

Assessment, *from page 5*

tion does not specify what constitutes an "appropriate" accommodation, so decisions about which accommodations are allowed during testing are in the hands of the states, and ultimately the student's IEP team. Examples of accommodations are giving students with disabilities more time on the test or using the services of a scribe or reader.

Then there's the nagging question of whether a test taken with accommodations is the same test at all.

"The U.S. Office of Special Education has recently sponsored some very promising research on test accommodations," says Fuchs, "But for now, most educators are really guessing when they come up with accommodations. They don't know which ones really aid, and few have a real sense of what they mean for the validity of the tests." Thus, if a teacher reads a question to a child with a learning disability, is that the same test? At what point does a reading test become a listening comprehension test?

Another problem schools are facing with test accommodations and modifications is that they require additional personnel, and some schools do not have the resources for such personnel.

Positioning the Goalposts

Last year in Virginia, more than 90 percent of schools failed the new statewide Standards of Learning test, and other states have had similar testing experiences. In schools where the majority of non-disabled students are struggling to pass standards tests, some educators fear that students with special needs will be left behind. Others are optimistic about the types of success students with disabilities can achieve. But the fact is, we just don't know what to expect.

Even in today's climate of increased accountability, no consensus has emerged about how much progress is acceptable for students with disabilities.

"For kids without disabilities, the assumption is that they will have advanced one grade level by the end of every grade, but you can't necessarily use that rule of thumb for kids with disabilities," says

Continues on page 15

EXTRA credit

Free School Equipment — By clipping labels from Campbell's brands, parents and teachers can get resources, such as computers, educational software, art supplies, and playground equipment, for their children's schools. To register a school in Campbell's Labels for Education program, call 800/424-5331 or visit www.labelsforeducation.com.

Earn a Masters Degree in Educational Technology Management — Carnegie Mellon University is introducing a Master of Educational Technology Management degree program. Courses will be offered at night to enable working professionals to pursue the METM degree. For more information, contact Peggy Neely, 412/268-4381, or pegneely@andrew.cmu.edu/, http://www.heinz.cmu.edu/etm/.

Projects to Increase the Success of Individuals with Disabilities — DO-IT CAREERS projects encourage and prepare individuals with disabilities to enter challenging careers and create a model for a continuum of services from K-12 through post-secondary levels. For more information, go to www.washington.edu/doit/Careers/.

Free Online Tutoring — TopTutors.com is providing children in grades 2 - 12 with free online tutoring in mathematics or English/language arts. TopTutors.com will send parents headsets and a copy of their TutorDesk software, and students will connect with credentialed teachers for a one-on-one tutoring session via the Internet. For more information, visit their Web site, www.TopTutors.com.

Online Science and Technology Center — TryScience offers a new way for young children to gain access to and discover the science presented by museums around the world through interactive exhibits, multimedia adventures, and live Web camera "field trips." TryScience also provides hands-on science projects that children and their parents and teachers can do at home or in school. For more information, contact Marylou Molina, 914/499-4909, or mjd@us.ibm.com.

Division Focus

CASE

The Council of Administrators of Special Education

The final pre-registration date for the November 16-18, 2000, CASE 11th Annual Conference, "Revisioning the Future," is October 30. The conference will be held in Williamsburg, Va. The hotel registration deadline is October 10, so members who plan to attend are urged to make arrangements immediately. A pre-conference workshop will feature Alan Gartner and Dorothy Kerzner Lipsky, who will discuss new paradigms of services for students with exceptionalities. Featured keynote speakers will be Delia Pompa, executive director of the National Association for Bilingual Education, attorney Art Cernosia, and Cal Evans. There will also be 45 breakout sessions. The conference will be outstanding.

Registration forms for the CASE Institute, "Emerging Issues in Human Resources," will be mailed to members shortly. The Institute will be held in Clearwater Beach, Fla., on January 17-19, 2001. As always, space will be limited, so members are urged to return registration forms as soon as they arrive!

Be sure to check the CASE Web site for advance information on all CASE activities! You may go to the Web site from the CEC site or directly to: members.aol.com/casecec.

CCBD

The Council for Children with Behavioral Disorders

CCBD's 2000 International Adolescent Conference, "Preparing for a New Century: Programming for the Needs of Adolescents with Emotional and Behavioral Disorders," promises to exceed your expectations! Keynoter Dixie Jordan of the PACER Center in Minneapolis, Minn., wil present "New Wings for a Dream," and Hill Walker of the University of Oregon will address "When You Hear the Sirens It's Too Late: Intervening Early to Make Schools Safe for Everyone."

Plus, you'll have more than 150 topical strand sessions to choose from addressing such diverse topics as adolescent development and risk, alternative schools, assessment, behavioral and clinical interventions, and girls' issues. Other sessions will cover hospital and residential services, interagency collaboration, juvenile justice programs, and inclusion and mainstream school service.

CCBD is seeking indivdiduals interested in serving as chair of the Publications Committee and/or the editor of *Beyond Behavior*. Both positions involve a 3-year term and begin on July 1, 2001. For more information, contact Reece Peterson, 402/472-5480, or rpeterson1@unl.edu.

CEDS

The Council for Educational Diagnostic Services

CEDS' Annual Topical Conference, "Cultural Diversity and Assessment," will be held in San Diego, Calif, November 2-3. Keynoter Alba Ortiz will address "Assessment of Linguisitically and Culturally Diverse Learners: From Traditional to Best Practice." For further information, contact Sandra Latchford at sandral@unb.ca or 506/453-3515. Information is also available on the CEDS Web site (go to cec.sped.org and follow the division links)

DCDT

The Division on Career Development and Transition

DCDT's 10th Biennial Midwest Regional Conference, "Picture This," will be held October 22-24, 2000, at Collins Plaza Hotel and Convention Center in Cedar Rapids, Iowa. The early registration deadline is October 13. Tuition for DCDT members is $125 for early registration and $75 for early student member registration. The keynote presenters are Steve Siemens and Heidi Horak. For more information, contact Jackie Gray, 641/753-3564, ext. 146.

Florida DCDT and the Florida Special Needs Association are co-sponsoring the 8th Annual Visions Conference, to be held on February 14-16, 2001, in Tampa Bay.

DISES

The Division of International Special Education and Services

Exciting news! CEC's International Pages are on the Internet! The CEC Webmaster, in cooperation with DISES, has developed a series of international pages as part of CEC's Internet Web pages. The initial components include Programs and Practices, Research Centers and Projects, National Perspectives, Products and Publications, Conferences and Training Events, Service Organizations, Professional Exchanges, International Documents, and Links to international Web sites in our field.

New information will be added regularly, and your input is welcome! A DISES advisory group will review submissions. To submit information or recommendations, please contact Judy Smith-Davis, judysd@gte.net, or James Granfield, granfield@scsu.ctstateu.edu. To access the international pages directly, go to http://www.cec.sped.org/intl/index.html or click on the "International" link on the CEC home page: www.cec.sped.org.

MRDD

The Division on Mental Retardation and Developmental Disabilities

MRDD is pleased to announce the Dolly Gray Literature Award. This new award will be presented at the MRDD biennial conferences to authors/illustrators of books that positively portray individuals with mental retardation or developmental disabilities. The award will be given to one chapter book and one picture book. The first award will be presented at the MRDD Baltimore Conference on October 12-14, 2000. The development of this award resulted from a collaborative effort of MRDD members, the MRDD board of directors, and the Special Needs Project (a distributor of books related to disability issues).

The Dolly Gray award is named for Dolly Sharpe Gray who was born with Cerebral Palsy. While medical and educational professionals painted a negative picture of Gray's future, she surprised everyone by learning to read and developed a great love for books. She was particularly fond of books with characters with disabilities. Gray died of a respiratory infection in 1989. The award will honor her memory as well as those who contribute to the literature portraying individuals with developmental disabilities.

TED

The Teacher Education Division

TED will host its annual conference in Las Vegas on November 6-9, 2000. The conference will be highlighted by two new developments. First, the conference proceedings will be published for the first time. Second, a monograph, "Emerging Trends in the Preparation of Teachers," will be unveiled.

TED continues to explore partnerships with teacher education in general education. Various discussions have taken place with the Association of Teacher Educators. Likewise, TED has taken a major role in the Study of Personnel Needs in Special Education.

Suzanne Martin has taken the helm as president of TED this year. New members of the Executive Board include Jim Siders as vice president; Georgia Kerns, governor-at-large; Carol Kochhar-Bryant, chair of the Research and Professional Issues Committee; Deanna Sands, chair of the Professional Development Committee; and Lee Sherry, chair of the Publications Committee.

Multicultural Feast, *from page 1*

Rubin "Hurricane" Carter. Martin, an African American raised in New York City, became passionate about education, eventually graduating with honors from the University of Toronto and going on to earn his law degree. His dogged determination is featured in the movie *The Hurricane*, starring Denzel Washington, and Martin's keynote shared his approach to education, overcoming adversity, and believing in your own dreams.

A Buffet of Learning

In addition, attendees had the opportunity to participate in more than 100 sessions and one or more of the following thematic strands. Each strand was a series of sessions organized around an area of recent research and practical innovation and typically involved presenters personally involved in their creation or deployment. Participants who attended sessions in a strand could earn optional CEUs.

Discipline/Behavior Management

"Our whole strand focused on positives — on proactive strategies, ethical decision making, and the value of families, communities, and schools working together," said Brenda Townsend, professor at the University of South Florida in Tampa. Townsend was the strand leader for "Behavioral Management and School Disciplinary Practices." Presenters were chosen for their knowledge of the latest research, Townsend said, "but also because they're great practitioners. The focus was research-into-practice, and our session leaders offered culturally responsive techniques and included role plays as well as descriptions.

"We wanted the audience to be able to walk away ready to construct strategies that will work in their own settings," Townsend said.

The strand opened and closed with panel sessions. The first was led by Department of Health and Human Services official Anthony Sims and included Michael Smith of the American Institutes for Research. Townsend joined them to offer effective models for school-wide discipline.

Theatre Rehearsal Techniques, designed to empower students through culturally responsive communication, followed and featured Gwendolyn Webb-Johnson, with the University of Texas, Austin, and Mary Anderson, a Teaching Workshops consultant. This session offered a special focus on African American learners.

"Reducing School Suspensions and Expulsions: School-Wide Approaches to Promote Peace and Non-Violence" was led by Ohio State University's Gwendolyn Cartledge.

Other strand sessions offered participants ways to improve the school climate for gays and lesbians and ways to provide positive strategies for Hispanic learners. Sessions included time for questions and opportunities for dialogue with the presenters.

"We had an exciting day of audience participation and interaction," Townsend concludes.

As a result, educators gained multiple tools to change student behavior, as well as insights into student motivation.

Exciting Developments in American Indian Education

"This is a bright time in Indian education," said former Indian Educator of the Year and Lakota Sioux Sandra Fox. Fox, an educational consultant, headed up the strand "Effective Practices for Working with Students from American Indian Populations." This strand consisted of five sessions, each of which was led by American Indians.

Although "school reform is a very difficult thing," it is in fact happening, Fox emphasized. For example, in one session Gaye Leia King and teachers from the Red Rock Day School in Red Valley, Ariz., explained use of the "Learning Record Assessment System" with Indian students. A product of the Center for Language in Learning in El Cajon, Calif., this assessment tool is "one of the few performance-based assessment systems that is valid and reliable," Fox stated. Although it's cutting edge and meets legal mandates to develop more appropriate assessment tools, the Learning Record is "not well known," Fox explained.

Fox's own session, "Creating a Sacred Place to Support American Indian Learners," outlined an integrated approach to the K-3 curriculum for Indian students that's based on the "wealth of new Indian literature for children currently being produced by Indian authors" and other writers. The product of Fox's dream of creating a culturally appropriate curriculum for young Indian learners, "Sacred Place" includes the lessons in values so frequently taught in Indian stories, she explained. For example, the "Beaver to Buffalo" segment is about mammals but offers lessons in language arts and values as well as science. It could be used with children of any culture. The curriculum is available in Fox's book, *Creating a Sacred Place to Support Young American Indians and Other Learners*, published this year by the National Indian School Board Association in Polson, Mont. Fox donated the manuscript to the Board.

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ERIC CAN HELP SOLVE YOUR CLASSROOM PROBLEMS

As you start the year, you may want information about all sorts of topics — from creating and using performance assessments to communicating with parents from different cultures, from supervising paraprofessionals to understanding learning disabilities. The ERIC Clearinghouse on Disabilities and Gifted Education can provide you with information on a myriad of topics via our Web site, http://ericec.org.

Some Recent ERIC Digests

- **Five Strategies to Reduce Over Representation of Culturally and Linguistically Diverse Students in Special Education**
- **Planning Student-Directed Transitions to Adult Life**
- **Early Childhood Instruction in the Natural Environment**
- **Teaching Mathematics to Gifted Students in a Mixed-Ability Classroom**

TAKE IT FOR granted

Juvenile Justice — The Office of Juvenile Justice and Delinquency Prevention seeks applications to conduct research and evaluation in the field of juvenile justice. Deadline: Oct. 6. Eligibility: Public and private agencies, organizations, institutions, tribal and Alaskan Native communities and individuals, or any combination of these entities. Contact: Jeff Slowikowski, 810 Seventh St., NW, Washington, DC, 202/307-5929, www.ojjdp.ncjrs.org/grants/about.htm1#kit. CFDA # 16.542.

Grants for Teachers — Toshiba America Foundation seeks applications for small grants to support hands-on teaching projects designed by classroom teachers for k-6 science and math education. Deadline: Oct. 2. Eligibility: Any K-6 teacher in a public or private school. Projects must take place during the school day. Contact: Toshiba America Foundation, 212/588-0820, www.toshiba.com/about/taf/smallgrants.html, foundation@tai.toshiba.com.

The Clearinghouse Tackles the Special Education Teacher Shortage

The National Clearinghouse for Professions in Special Education (NCPSE) is taking special steps to attract approximately 360,000 desperately needed special education teachers. As part of its initiative, this fall NCPSE is airing four Public Service Announcements (PSAs) in Alabama, Colorado, Georgia, New Jersey, Oregon, and Texas. The PSAs are designed to attract a diverse, non-traditional pool of applicants to special education. They are targeted to reach mid-career adults, retiring military personnel, and paraeducators currently working in the classroom. These individuals, along with young people graduating from high school and college, have proven to be powerful teachers of children with disabilities.

In addition to the PSAs, each state will man a toll-free telephone line to provide information to callers about higher education programs that train special educators, as well as information about financial aid.

Special education has endured a severe shortage of special education teachers for the past several years. As a result, many school districts are forced to hire individuals who are unqualified to work with students with special needs. This is a practice that must end, as unqualified teachers cannot provide the expertise and skills children with disabilities need if they are to progress academically.

"The shortage of special education teachers has reached a crisis that must be addressed," said Lynn Boyer, head of NCPSE. "Children with disabilities must have teachers who know their disability and the instructional strategies to help them overcome their disability."

For more information about the project, contact Phoebe Gillespie at 703/264-9405, or phoebeg@cec.sped.org. □

New Resources for Special Educators

Need some ideas and/or strategies to work with the students in your classes this year? CEC can help. Check out our new publications, filled with hands-on techniques you can put to use immediately:

Social Skills Activities for Secondary Students with Special Needs — Includes 187 ready-to-use worksheets to help students build and enhance social skills. Part I of the book introduces and elaborates on the skill, gives teacher tips, and includes additional practice activities. Part II shows how to apply the skills to real-life situations through role-playing. #S5378 $29.95 CEC members, $21.00

Life Skills Activities for Secondary Students with Special Needs — Contains 190 activity sheets with related exercises, discussion questions, and evaluation suggestions to help students acquire the basic skills they need to succeed in everyday living. Includes interpersonal, communication, academic, and school skills, as well as problem solving. #S5377 $29.95 CEC members, $21.00

Textbooks and the Students Who Can't Read Them: A Guide to Teaching Content — Presents teaching techniques and strategies to involve low readers in textbook learning and shows educators how to select textbooks for an inclusive or diverse school population. #S5251 $21.95

To order these publications or to see more excellent resources for special educators, see the CEC Web site, www.cec.sped.org, or call 888/CEC-SPED for a catalog. □

Free Conferences: How to Implement IDEA

What a Great IDEA: Effective Practices for Children with Disabilities is a series of free conferences that will give educators critical information and promising strategies to implement the Individuals with Disabilities Education Act (IDEA). Experts in the field will address three significant aspects of IDEA:

- **The Individualized Education Program** — This session will focus on the emphasis for collaboration and student strengths and needs. Participants will receive products and examples of promising practices that lead to an effective IEP process and plan, as well as positive results for students.
- **Accessing the General Education Curriculum** — This session will present a hierarchy of considerations for educators and IEP team members when planning student access to and progress in the general education curriculum. Accommodations, modifications, and models of supports that enable students to meet high expectations will be showcased.
- **Positive Behavior Supports for Students with Disabilities** — This session will outline IDEA's requirements concerning discipline and feature effective behavioral interventions and supports. Speakers will share strategies and tools to conduct functional behavioral assessments, meaningful behavior intervention plans, and positive behavioral supports.

Free Publications and Tools

To reinforce and complement the information participants learn about at the conference, they will receive:

- **Discover IDEA CD 2000**
- **Making Assessment Accommodations: A Toolkit for Educators**
- **Directory of Bilingual School Psychologists**
- **Developing Educationally Relevant IEPs: A Technical Assistance Document for Speech-Language Pathologists**
- **IDEA Requirements for Preschoolers with Disabilities: IDEA Early Childhood Policy and Practice Guide**
- **IDEA Requirements for Preschoolers with Disabilities: IDEA Early Childhood Policy and Practice Guide (Challenging Behavior).**

In addition to the above resources, valued at $200, participants will receive program materials from the presenters that will help them implement the information they have learned.

Places and Dates

Place	Date
Phoenix, AZ	Sept. 29
Houston, TX	Oct. 10
Philadelphia, PA	Oct. 12
Bismarck, ND	Oct. 16
Orlando, FL	Oct. 23
Columbus, OH	Nov. 2
Concord, NH	Nov. 10
Nashville, TN	Nov. 13
Honolulu, HI	Nov. 21
Sacramento, CA	Dec.4

How Do I Register?

Don't miss out on these exciting, informative conferences. To register, call 877/839-0102 today! □

The conferences are brought to you by the ASPIIRE and ILIAD Partnerships, which are funded by the U.S. Department of Education's Office of Special Education Programs. The Partners work together to inform professionals, families, and the public about IDEA '97 and strategies to improve education results for children. CEC heads the ASPIIRE and ILIAD partnerships.

SPEDEX — The Teachers' Forum

Do you have questions for teachers in a specialty other than yours? Are there techniques you want to know about? Want help with classroom problems? If so, join the SPEDEX electronic mailing list.

SPEDEX is for teachers in all capacities — general and special education teachers, teachers of English as a second language, and other specialists. By contacting other teachers and specialists, you can get many perspectives and information on a question, issue, or problem.

Help us get some good discussions going by joining SPEDEX now and passing the word along to your friends and colleagues.

How to Join

Send an e-mail to spedex-request@lists.cec.sped.org. Leave the subject line blank and write "subscribe" in the body of the message.

The SPEDEX list is operated by the ERIC Clearinghouse for Disabilities and Gifted Education.

Life Centered Career Education Workshops

Give your students the skills they'll need for life! LCCE gives teachers practical, hands-on strategies to help their students gain independent living skills. Attend an LCCE workshop and learn techniques you can use to help your students succeed in their home and community. The next training is:

LCCE for Students with Mild Disabilities

Nov. 2-3, 2000

The Sheraton Reston Hotel
11810 Sunrise Valley Drive
Reston, Va. 20191

Registration: $235 for members.

See the CEC Web site for more information about other LCCE training opportunities, or call 888/232-7733.

Turn Students with Learning Disabilities into Writers

BY BONNIE TERRY

Writing is the bane of many students with disabilities. But, by keeping in mind some key points and using some specific strategies, you can turn your students with disabilities into good writers.

Notetaking

A first step to helping your students become good writers is to help them become good note takers:

Step 1. After your students read a selection, decide if it was informational (expository) or if it had a beginning, middle, and end (narrative). Then give your students fill-in-the-blank note taking forms. Students can stare at their blank papers, unable to take notes, because they do not know where to start. However, once they are given fill-in-the-blank note taking forms, they can succeed.

Younger students often start out by dictating the notes, and you write them on the board or on a second fill-in-the-blank form. This way, students do not lose track of their thoughts while trying to write them out. Use different colors for each thought, so that your students can recopy the notes with greater accuracy. As soon as the younger students are able, they write the notes independently.

Step 2. Spend several weeks at this step, giving your students lots of practice with note taking. Then your students will be ready to write a paragraph from their notes.

The Paragraph

Step 1. Do not expect your students to know how to write a paragraph. They have a habit of freezing up when they are asked to do this independently the first time. Instead, give your students another fill-in-the-blank form with an association they can relate to.

Since the hamburger is familiar to most students, a 3 -dimensional hamburger and a graphic organizer fill-in-the-blank hamburger is a good tool. Put the format on the overhead in the form of a deluxe hamburger. If your students can make themselves a hamburger or a sandwich, they can write a paragraph!

A. The topic sentence is the top of the bun.

B. The detail sentences are the ingredients of hamburger. We want an interesting paragraph, so we have to make it a 'deluxe' hamburger with tasty ingredients.

C. The concluding sentence wraps up or restates the topic. The bottom bun is bread like the top, but it is usually a bit thinner. Without the conclusion, you would have a sloppy mess, so you need to conclude or 'wrap up' your thoughts.

On the day your students write, place the 3-dimensional hamburger in front of them and remind them how the paragraph is constructed: First, we tell what we are going to talk about (topic sentence). Second, we tell all about it (details). Finally, we tell what we told before (concluding sentence).

As you can see, the secret to writing a good paragraph is to make a good American hamburger.

Step 2. Have your students write their rough drafts and final copies in spiral notebooks on the left-hand side of the page. Your students should write their rough draft without being hindered with word choice.

Also, have your students write on every other line, so that it will be easy to put in any corrections.

Step 3. Change boring verbs to more interesting ones, add description words, check punctuation and capitalization. You and your student should go over the rough draft together and underline the verbs. After underlining the verbs, look at lists of interesting verbs and substitute more interesting ones. Always provide your students with lists of interesting words to choose from!

The Writer's Easy Reference Guide is a great resource for good word choices.

Step 4. Final copy: Have your students recopy their draft with the corrections on the right side of the page. This gives them a record of their growth in writing as they fill the notebook.

The Essay

Step 1. When they have mastered paragraph writing, give your students the "secret" to writing essays: plug your thoughts into the formula of the basic essay. Just like a paragraph, the essay first tells what you are going to talk about (thesis paragraph), then has at least three detail paragraphs, and finally a fifth 'wrap-up' or concluding paragraph.

Step 2. Show your students a lot of examples so they realize they do not have to reinvent the wheel. For 4th through 8th graders, pick out articles from *Reader's Digest, Children's Digest, The Curious Reader,* and *Children's TIME.*

A. Read the article.

B. Identify the main idea.

Identify and list some of the details (supporting statements).

C. Identify the concluding statement.

Sometimes do this identification orally, at other times use a graphic organizer.

Step 3. Choose just one of the paragraphs and find the subject and the verbs of each sentence. Also, ask your students to notice the different lengths of the sentences. Good writers use a variety of sentence types and lengths.

Step 4. Talk about the different types of verbs that are used and encourage students to use interesting verbs in their writing (Again, give your students a list of verbs to choose from.

The first several times, do these steps as a class, then as a small group, and finally on an individual basis.

Step 5. Have your students practice writing essays themselves. If your students

30 *Continues on page 13*

All CEC Units Invited to Join Yes I Can Awards Program

Two of FEC's 2000 Yes I Can! award winners await their award at the Awards Ceremony.

This fall the Foundation for Exceptional Children (FEC) is inviting all CEC units — federations, branches, divisions, chapters, and subdivisions — to participate in its prestigious Yes I Can! awards for children with disabilities. FEC hopes that through this program, Yes I Can! winners at the unit level will be recognized locally and then be entered in FEC's international Yes I Can! awards program. Having a Yes I Can! awards program at the unit levels will enable thousands of deserving children and youth to receive recognition for their accomplishments.

To further advance this new program, FEC will make available to all units the statue entitled "Youth Victorious." While the bronze edition of the statue will remain the award for the 35 yearly international Yes I Can! winners, CEC units can purchase the new, lead-free pewter edition of the statue for their award winners. Each youth presented with an award also will have his or her name permanently displayed on FEC's Web site in the Yes I Can! Hall of Fame.

The Yes I Can! statue was created for FEC's Yes I Can! winners by world-renowned artist and sculptor Michael Naranjo. The pewter statue stands 6 1/4 inches tall and will be mounted on a 2-inch wooden base. Each statue will come with a certificate of authenticity.

FEC's Yes I Can! awards program was established in 1981 to acknowledge the achievements of children and youth with disabilities and to increase public awareness of the abilities, aspirations, and personal qualities of persons with disabilities. Children with special needs are recognized for their accomplishments in academics, the arts, athletics, community service, employment, extra-curricular activities, and independent living. For more information on FEC's Yes I Can! awards, see the CEC Web site, www.cec.ped.org, under the Foundation for Exceptional Children. **The deadline for award nominations is Jan. 7, 2001.**

Don't miss this exciting opportunity to give our students the recognition they deserve! Set up a Yes I Can! awards program in your unit! □

Writing, *from page 12*

need the help initially, you can provide them with a form to guide them as they write the different parts of the essay. Sometimes your older students may write their essays and get peer editing. Peer editing of the first draft helps students see if their writing is clear. For example, students learn if their classmates can dentify their thesis statement, their supporting details, etc. It also helps them focus on the different components of the essay and vary the types of sentences they use. The end product is a much more interesting essay.

Once your students have practiced essay writing, go back to work on note taking and either paragraph or short essay writing. Developing good writing is a continual process you must address each week.

For information, contact Bonnie Terry at 530/888-7160, or e-mail: btlearn@jps.net. □

Bonnie Terry is an educational therapist who specializes in learning disabilities. She is a member of CEC's California Federation.

It Seemed Like a Good Idea at the Time ...

I was trying to teach about dental hygiene and the importance of eating the right foods. I had a *Weekly Reader* in which the children had to circle the things that were bad for their teeth. Soda was one of the items. All the children circled the correct answers —I was so proud.

One little boy reminded me quickly how teachers/adults usually have the "do as I say, not as I do" mentality. Victor raised his hand and said to me, "But Miss, if soda is so bad for us, why do you have that can of diet soda? You know, the one you drink everyday!" Needless to say, I brought in a water bottle to drink from after that statement. Sometimes kids do know best!!!

--Theresa Santiago, via e-mail

Send in Your Story

Teachers often have good ideas, but not all of them turn out as planned. Read fellow CEC members' stories on the Web, www.cec.sped.org, and send your anecdotes to *CEC Today* Editor, 1920 Association Dr., Reston, Va. 20191-1589, or lyndav@cec.sped.org.

CEC Today Asks You!

CEC Today wants to make sure the newsletter is giving you the information you want. Let us know what you think of the articles, topics you would like us to write about, things you would like us to change.

E-mail your ideas to lyndav@cec.sped.org or fill out the survey on our Web site, www.cec.sped.org, under *CEC Today*.

Are You Up-to-Date?

Does CEC have your current e-mail address? Are you starting a new job this year and need to update your daytime contact information or mailing address? Stay in touch by keeping CEC informed of such changes. To update your information, contact CEC, 888/CEC-SPED or service@cec.sped.org.

Learn at Your Desk!

CEC connects you to the training you need. When you can't fly or drive to professional development events, take advantage of CEC's upcoming Web-based seminars. All you need is access to a computer.

Assessment — Fall 2000

Assessing One and All: Educational Accountability for Students with Disabilities — CEC's Web-based trainers, Steve Elliott and Jeff Braden, have developed a 16-week Web course based on the book by the same name, to be published by CEC in May. Complete the course at your own pace via the Web using your own computer, and obtain CEUs for a semester-length course. Registration opens this fall.

Adapting Elementary School Curricula — December 2000

Adapting Curricular Materials for the Inclusive Elementary Classroom — Learn specific techniques and strategies to adapt standard curricular materials for elementary school students with mild cognitive disabilities. Get the best and promising practices in a teacher-friendly format. These 90-minute seminars are based on the best-selling ERIC/OSEP mini-library, *Adapting Curricular Materials*. Each site registration fee includes one copy of the mini-library.

For More Information

Check the "Professional Development" section of the CEC Web site, www.cec.sped.org, or call CEC, 888/232-7733. □

CEC President Hellen Bogie Sets Goals/Agenda for Coming Year

CEC reached a critical crossroads with the passage of the governance restructuring plan at the Vancouver Delegate Assembly last year. The work and direction I face, along with our new Board of Directors (BOD), is crucial in this inaugural year as we model an influential style of leadership — one based on utilizing the knowledge base of all CEC membership and CEC staff.

In October, the BOD will begin planning strategically for our future. Based on CEC's working assumptions and core purpose and vision, which have been formulated with input from the membership, the BOD will build a 3 - 5 year plan for CEC.

The important questions that we will ask are: What are we not doing that we need to do to be successful? How will CEC have to change to meet those needs? What will success look like both internally and externally?

The focus of planning strategically is to develop a plan that is outcome oriented, a plan that grows yearly and provides accountability to all stakeholders. It becomes CEC's conscience instead of collecting dust on a shelf.

To be effective, strategic planning must involve the full participation of all partners. CEC headquarters staff are working hard to develop new links through technology to enable CEC's membership to communicate on an ongoing basis on new initiatives and directions. It is critical that the BOD be attuned to the pulse of our organization. An obligation of my leadership this year is that of open, honest, dialogue. All CEC stakeholders must be informed with a coherent stream of information describing decisions made and the reasons for making them. Only by sharing information, responsibility and authority with CEC's membership can we hope to ensure a prosperous future for our organization. This will only occur if we extend power to others.

Goals for 2000-2001

Based on the hard work of past presidents Gerry Renaud and Bill Bogdan, I have formulated some interim goals to continue the wonderful work started by our past leadership:

- To lead a highly participative process of clear direction for CEC...a strategic plan focussed on outcomes.
- To facilitate four essential elements of strategic governance.
- Knowledge based decision-making.
- Four horizons of planning and thinking strategically.
- Dialogue before deliberation.
- Selected principles of policy governance.
- To empower the involvement of future CEC leaders through active, purposeful dialogue and decision making.
- To engage in active listening and participation with CEC's diverse membership to ensure that all voices are equally heard.
- To advocate for all children and youth with exceptionalities and for those who work on their behalf.
- To explore opportunities for CEC to participate in the global economy.
- To support the recommendations of the Commission on Special Education Teaching Conditions.

Within a knowledge-based association, CEC's president must lead from the middle. Throughout the year the process of guiding CEC's leadership team to envision the future and articulate CEC's strategic direction, as well as the processes that need to be in place to deliver this vision, will be the key to CEC's status in being recognized as the pre-eminent association for the advancement of special education. Our work together toward this end is the single greatest contribution that you and I can make to our students and our profession. □

CEC President Hellen Bogie is a member of the Ontario Federation.

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Assessment, *from page 7*

Fuchs. "No one seems to know where the goalposts should be placed. In their absence, some kids with disabilities will be pushed too hard. Many, I'm afraid, will be pushed too little."

Emerging Tools for Schools

Former CEC Teacher of the Year Pat Beckman is a learning specialist for the Jordan School District in Utah and facilitator of a new state/district program called "School to School," which aims to provide teachers with cutting-edge tools to bring special education students on level with the state's standards tests. Beckman and her colleagues believe that special education students can rise to the challenge by using appropriate accommodations, interventions and modifications, layering the curriculum, diversifying instructional delivery systems, implementing multi-level testing, utilizing resource teachers better, and giving general education teachers tools to help them tackle the precise difficulties individual students are having.

The program also allows teachers to give "off-level" tests in some subjects. For example, if a fourth-grade student is being instructed on a second-grade level in reading, the student will take a second-grade standards test in reading but fourth grade-level tests for other subjects.

Additionally, the program offers a teacher handbook, *AIMs for Access* — AIMs being an acronym for Accommodation, Interventions, and Modifications.

"In the book, which is designed to reside on every teacher's desk for quick reference, not on a shelf in the administration office or library, are all the tools teachers will need — lists of accommodations, specific interventions they can try with particular students, and much more," Beckman explains.

In Beckman's view, "Teachers should be held accountable for what they have control over, just as should parents and others falling into the accountability picture. If a child does poorly on a high stakes test, the handbook enables the teacher to establish a paper trail that demonstrates all that he or she has done to help the student succeed. It stops the fingerpointing."

While the techniques in "School to School" are promising, not every state has developed such programs as yet.

A Challenge We Can Meet

While high stakes testing is causing unease and uncertainty, many special educators hope it is a challenge both students with disabilties and they will meet.

As for the children, taking statewide tests may be one of the toughest academic challenges they will ever face. "Facing up to that challenge is and should be part of their learning journey," Beckman says.

Martin adds, "I have seen many cases where children pass high stakes tests in situations where people once would have simply dismissed them.

"By including special needs students in proficiency testing, we will see two-fold results: questions will be raised about how they will be impacted by the amount of emphasis on these tests, but we will also witness kids achieving testing success.

"I think all the questions about accommodations will be answered. But the immediate concern is not jeopardizing students while we figure out the details." □

Symposium, *from page 9*

The initial American Indian Strand session spotlighted the Director of Special Education for the BIA, Angelita Felix, from the School Improvement Center in Albuquerque. Felix offered an update on agency initiatives and the BIA response to the reauthorized Individuals with Disabilities Education Act.

Other strand presenters included Gloria Yepa, who addressed the benefits of including Indian special education students in the regular classroom, and Loretta Draper, who outlined BIA plans for improving parental participation. Both speakers were from the Bureau of Indian Affairs.

Urban Education

The strand on urban education featured diverse learners in urban settings and was guided by Arizona's Betsy Bounds, recently retired as executive director of special education for the Tucson Unified School District, a large urban area with a lot of diversity, Bounds explained. In Tucson, which has 108 schools, "we looked at overrepresentation of minorities" in special education and "built a support program for schools that provided training to students and teachers to help them become culturally competent," Bounds said.

"My goal was to train one or two people in cultural competence in each school and get information into all the schools and each classroom," she stated. "We [also] worked with families," and provided support personnel and support services, including social workers and mentors, she explained.

Bounds brought this background to the strand, which included sessions covering disproportionate representation of chilren from diverse cultures, culturally competent teaching in urban areas, methods for reaching and teaching second language learners, and ways to work with families from diverse backgrounds. The sessions addressed issues of concern and offered solutions that real-world practitioners have put into place.

A final strand offered sessions centered on working with families of diverse exceptional learners. These sessions were led by Dixie Jordan of the PACER center in Minneapolis.

The 2000 Symposium was cosponsored by CEC and its Division for Culturally and Linguistically Diverse Exceptional Learners. □

CEC Today *will publish excerpts from these exciting sessions in future issues.*

CALENDAR OF CEC events

october

October 11, 2000
CEC Pre-symposium Institutes, "Promising Practices for Reducing Disproportionate Representation" and "An Assessment and Intervention Model for Language Minority Students." Hyatt Regency, Albuquerque, NM. Contact: CEC, 1920 Association Drive, Reston, VA 20191-1589, 888/232-7733, conteduc@cec.sped.org.

October 12-13, 2000
CEC/DDEL Symposium on Culturally and Linguistically Diverse Exceptional Learners, "Diversity in the New Millennium." Hyatt Regency Albuquerque, Albuquerque, NM. Contact: CEC, 1920 Association Drive, Reston, VA 20191-1589, 888/232-7733, e-mail: conteduc@cec.sped.org.

October 14, 2000
CEC Post-symposium Franklin Covey Workshop: "Building Trust." Hyatt Regency, Albuquerque, NM. Contact: CEC, 1920 Association Drive, Reston, VA 20191-1589, 888/232-7733, conteduc@cec.sped.org.

October 12-14, 2000
Florida CEC Federation Annual Conference, "Exceptional Education ... Marching Forward into the New Millennium." Doubletree Hotel, Tampa, FL. Contact: Linda Phillips, 727/588-6506 (O), 727/579-4056 (H), 727/588-6441 FAX, e-mail: filupsl@hotmail.com.

October 12-14, 2000
MRDD's 7th International Conference, "Many Roads: Different Directions." Holiday Inn-Inner Harbor, Baltimore, MD. Contact: Val Sharpe, 410/480-9667, e-mail: vmkko@aol.com, or mail: Tom Wood, 5337 Country Oaks Drive, El Paso, TX 79932, 915/747-5572 (O), 915/581-4261 (H), FAX 915/747-5755, e-mail: twood@utep.edu.

October 25-28, 2000
California CEC Federation 50th Annual Meeting and Special Education Showcase, "Taking Reform into the New Millennium." Doubletree Hotel, Sacramento, CA 95815. Contact: Marion England, 1010 S Street, Sacramento, CA 95814, 916/443-1838 FAX. For program presentations, contact Leo Sandoval, 916/783-9577, leos@mindsync.com.

november

November 1-3, 2000
South Carolina Transition Conference. Hyatt Regency Greenville, Greenville, SC. Contact: Project SIGHT, University of South Carolina School of Medicine/CDR, Columbia, SC, 29208, 803/935-5219, e-mail: hinesl@cdd.sc.edu. Co-sponsored by South Carolina DCDT and Project SIGHT.

November 2-3, 2000
LCCE Regional Training. Reston, VA. Contact: CEC, 1920 Association Drive, Reston, VA 20191-1589, 888/232-7733, conteduc@cec.sped.org.

November 2-4, 2000
CEDS Annual Conference, "Cultural Diversity and Assessment." Hanalei Hotel, San Diego, CA. Contact: Sandra Latchford, 60 Surrey Crescent, Fredericton, NB E3B 4L3, Canada, 506/453-3515 (O), 506/453-4765 FAX, sandral@unb.ca. CEDS Web site, www.cec.sped.org/CEDS.

November 2-4, 2000
Illinois CEC Federation Annual Convention, "Millennium Bridges to the 21st Century." Hyatt Regency Woodfield, Schaumburg, IL. Contact: Robert Abbott, PO Box 595, Waukegan, IL 60079. Conference Web site: http://www.bradley.edu/campusorg/bscec/fallconf.html.

November 5-9, 2000
23rd Annual TED Conference, "The New Millennium: Issues, Concerns, Solutions." Tropicana Hotel, Las Vegas, NV. Contact: Nasim Dil, Department of Special Education, University of Nevada-Las Vegas, 4505 Maryland Parkway, Las Vegas, NV 89154-3014, 702/895-1103 (O), FAX 702/895-0984, dil@ccmail.nevada.edu.

November 8-10, 2000
Arkansas CEC Federation Conference, "Let Us Continue: Special Education in the 21st Century" (Nov 9-10). Austin Hotel and Convention Center, Hot Springs, AR. Pre-conference workshop sponsored by CCBD, November 8. Contact: Bruce Pilcher, PO Box 1155, Rogers, AR 72757, 501/631-3515, bpilcher@rps3.nwsc.k12.ar.us, or see the Web: http://www.cec.sped.org/ Arkansas.

November 9-11, 2000
Ontario CEC Federation 44th Annual Conference, "Experience a Taste of Niagara: Exceptional People, Exceptional Sights - A Winning Combination." Sheraton Hotel, Niagara Falls, ON. Contact: Barb Rowe, 416/223-6164, Fax: 416/223-5677, e-mail: barbrowe@compuserve.com. Co-sponsors: Local CEC chapters in the Hamilton and Niagara Districts, Learning Disabilities Association of Ontario, and Brock University of St. Catharines.

THE COUNCIL FOR EXCEPTIONAL CHILDREN
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Reston, VA 20191-1589

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EXCLUSIVELY FOR MEMBERS OF THE COUNCIL FOR EXCEPTIONAL CHILDREN

VOL. 7 NO. 3
OCTOBER 2000

Nominate a Colleague for a CEC Award!

Do you know of a colleague who does outstanding work on behalf of children with exceptionalities? Then nominate him or her for a CEC professional award.

The CEC professional awards include:

- **The Clarissa Hug Teacher of the Year Award**
- **J.E. Wallace Wallin Special Education Lifetime Achievement Award**
- **Outstanding Leadership Award**
- **Business Award**
- **Outstanding Public Service Award**
- **Special Education Research Award**

The deadline for nominations is November 6, 2000.

Visit the CEC Web site, www.cec.sped.org, or call 888/CEC-SPED for more information.

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Promise and Peril: A Look at Charter Schools

BY CAROLYN COSMOS

Charter schools are in boom times. The first one opened in 1991 in Minnesota. Five years later there were 252 in 10 states, but by the fall of 1997 the numbers had zoomed upward to 780 schools.

Only three years later there are a whopping 2,069 charter schools in existence nationwide. Thirty-six states and the District of Columbia have charter laws or open schools, and charter schools are enrolling half a million students this year, says the Washington, DC-based Center for Education Reform (CER), a charter advocacy group.

Charter schools are "public schools [operating] under [a] contract — or charter — between a public agency and groups of parents, teachers, community leaders, or others who want to create alternatives and choice within the public school system," according to the U.S Department of Education (ED).

Part of the "school choice" movement, charters are far outpacing vouchers in their impact on public education, experts say. And because they offer children with special needs both the promise of alternative education and the perils of discrimination, they are attracting increasing federal, state, and non-profit attention from experts in the special education field.

Is the Glass Half Empty or Half Full?

Charters are responding to parent and student demands for smaller schools, higher standards, and specially tailored school cur-

Continues on page 5

New Roads to Reading Comprehension

BY MARTHA FRASE-BLUNT

Ask struggling readers what the purpose of reading is, and they'll often answer "To finish the book." Deciphering the words is everything, getting the job done is the goal, and the meaning beneath the words is lost.

Reading instruction has long focused on teaching kids with learning difficulties to decode letters into words. But often these children will end up in junior high or high school with remediated reading skills and are still unable to grasp the concepts they are reading about.

"Learning is about becoming automatic, so you don't have to think about what you are working at," says Bart Pisha, director of Research at CAST, a non-profit organization that explores how technology can expand opportunities for all learners, including those with disabilities. "It's like driving a car. As you become more experienced, you don't think about the gas and the brake—you just think 'stop' and 'go.' Reading is the same way. The higher, more interesting processes may not be accessible at all to those who have never been able to make reading words an unconscious act."

Work on comprehension should begin even before reading is taught, believes

Continues on page 9

A Close Look at Some Charter Schools that Emphasize Special Needs

BY CAROLYN COSMOS

CEC Today *took a more in-depth look at five schools that are working with students with disabilities. Following is a brief look at some of the innovative ways they serve children with special needs.*

Neighborhood House Charter School

"We're not a school with all the answers. We're struggling like every other school," says the energetic Kevin Andrews, head of Neighborhood House Charter School in Dorchester, Mass.

However, Neighborhood House which has 180 students grades K through 6 (and 1,000 on a waiting list), must be doing something right: It was recently featured in the PBS fall television special, "Charter Schools that Work." The school has a relatively large number of special education students, and serves 40 such children, but groups them with any child receiving services such as counseling or the attentions of a probation officer. A "Special Effort Team" oversees their education and 41 percent of the student body receives these Special Effort services.

"We do more than mainstream. We train all our teachers in special ed strategies," Andrews says, adding, "We do have kids we have to take out of classrooms, but we try to minimize that."

The school creates an individual plan for every enrolled student. It emphasizes family involvement, has a "Kid Lab" that combines art and science, and has 54 percent of its student body at or above grade level, with a goal of boosting that by 5 percent a year. The school is doing this while serving many students "at risk" — 60 percent of its pupils come from low-income families. Part of the formula involves bringing health care, social services, and education all under one roof, Andrews explains.

"We're a family school," he emphasizes. "If you have problems at home we will serve you there," get counseling for Dad or a mentor for you. Andrews planned from the start to have two teachers per classroom. He has a 1-to-10 teacher/student ratio, a strategy supported by the state's "good" funding formula. The school also applies for grants and seeks private donations.

Soaring Heights Charter School

Another school with a distinctive approach to special education is the Soaring Heights Charter School in Jersey City, NJ. That's not surprising: It was largely created by teachers with a background in special education, says the school's supervisor Claudia Zuorick, who spent 17 years as a special education guidance counselor. Soaring Heights serves 140 students in grades K through 7, about 9 percent of them special education students.

"We're just like any other public school" in admissions policy, but the school is autonomous, with no connection to the area local education agency, Zuorick explains. The school is distinctive, she says, because its founders were tuned to "the power of emotion in the classroom" and "believed special education is something from which all kids benefit." The school trains all teachers "to appeal to alternative learning styles." As a result, "we don't need any separate classes for special education," although the school does make use of a resource room.

Soaring Heights has 10 teachers, a number of them "double and triple certified," Zuorick explains. The kindergarten teacher, for example, is elementary certified and certified in special education.

Money is a problem when it comes to serving students with disabilities, Zuorick says.

"The state provides about $150 a year for speech therapy that costs $100 a session. If we got a student who needed an aide, I'm not sure the state would provide the money," she worries. Asked what she would do in such a circumstance she says, "We would lose sleep" — and think about program cutting.

A Charter Cooperative

Not too far from Soaring Heights, in Washington, DC, a charter cooperative has set up, within one city, three separate charter schools designed to serve students with special needs:

The School for Arts in Learning

The School for Arts in Learning (SAIL) serves grades pre-K through 4. It has 100 students and is set up to serve children with learning disabilities. It has a "project-based" curriculum and evaluates children's portfolio collections and projects at the end of each thematic unit taught at the school.

The Associates for Renewal in Education

The Associates for Renewal in Education (ARE) charter offers a year-around program serving 35 students ages 14 through 22. It was set up to help students "who have not succeeded in traditional schools," particularly those involved with the juvenile justice system. The non-graded school is open from 6 a.m. to 8 p.m. It offers high school classes along with counseling, mentoring, peer mediation, and community service opportunities.

Maya Angelou School

Maya Angelou School is a charter serving the city's "most at-risk students" and offers "wrap-around support" for 65 students in grades 9 through 12. Classes have a 5-to-1 student-teacher ratio, and the school offers health care, mental health services, and individual tutoring to each student each week. The charter is open 8 to 11 hours a day throughout the year. □

· · member benefits · · ·

Advocacy in Action

Presidential Candidates George W. Bush and Al Gore Speak Out on Special Education

CEC Today *submitted questions about special education to presidential candidates Al Gore and George W. Bush. Following are their responses.*

What is your stand on expelling students who have a disability and bring a weapon and/or drugs to school.

Bush: Did not respond to this question.

Gore: I am committed to ensuring that students with special needs are not unfairly targeted for removal from school. I believe that broad, subjective judgments could result in the inappropriate expulsion of large numbers of students with disabilities. In my administration I will continue to oppose efforts that unjustly deny students with special needs the right to a quality education while protecting all of our school children.

Do you support full funding for special education?

Bush: I support increased special education funding with the goal of meeting the federal obligation as mandated under IDEA. I also believe we need to do more to help children with learning disabilities, including early preventive efforts to identify students needing special attention. Early detection will help learning disabled children get help when those problems are often easier to correct, while also reducing costs to local, state, and the federal government as fewer children are diagnosed as needing IDEA services.

Gore: With rapidly rising costs in special education, I believe the federal government must become a stronger partner to help states and school districts uphold this important obligation while maintaining the investments needed to provide all of our children with a high-quality education.

As president, I will include in my first budget the largest ever funding increase under IDEA as a down payment toward the federal goal of providing 40 percent of the excess costs of educating children with disabilities, while maintaining the investments needed to provide all of our children with a high-quality education.

What will you do to increase the number of qualified special education teachers in our classrooms?

Bush: Did not respond to this question.

Gore: For those who agree to teach in high-need schools and shortage areas like special education, I will provide up to $10,000 in college aid for 560,000 young people, up to $10,000 in signing bonuses for 140,000 professionals who switch careers to teach, and will ensure loan forgiveness for 300,000 college graduates. In addition, salary increases of up to $10,000 would be provided to outstanding master teachers reaching an advanced professional standard, such as earning a license to teach gifted or special education students.

I will continue to support initiatives to attract and train special education teachers, like those set forth by the administration in the 1997 amendments to IDEA. These amendments established a Personnel Preparation program to help address state-identified needs for qualified teachers in special education.

What action will you take to improve special education teaching conditions?

Bush: Did not respond to this question.

Gore: To immediately help special education teachers, I will renew efforts to ease the increasing burden of paperwork and administrative matters. I will make full use of the 1997 IDEA reauthorization to reduce unnecessary paperwork and bureaucracy, while fully addressing the educational needs of children with disabilities.

In addition, I believe that teachers can maximize instruction time by being trained in the most up-to-date pedagogical skills and developments in their areas of expertise. Therefore, I will make a major investment in sustained, high-quality professional development.

However, I realize that teachers are often overwhelmed and cannot give every student the personal attention he/she deserves. Therefore, I will increase efforts to connect schools with community-based organizations and groups like AmeriCorps.

How would you combat the backlash against special education?

Bush: Did not respond to this question.

Gore: I propose to ensure that the federal government becomes a stronger partner in helping states and school districts pay for high-quality special education, while maintaining the investments needed to provide all of our children with a high-quality education. If elected, I pledge that my first budget would make the single largest funding increase ever enacted under IDEA to provide students with disabilities access to a free and appropriate public education. My comprehensive plan would ensure that the federal government pays for its fair share of special education costs, increases funding for parent training and information centers, supports teacher training, and funds early intervention efforts.

How do you propose to restore gifted programs and their funding?

continues on page 10

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Charter Schools, *from page 1*

ricula says charter advocate CER.

Charter schools are educating underserved and special populations: 27 percent of the 298 responding schools target at-risk students, 20 percent special education students, and 20 percent children from diverse backgrounds. Other studies, sponsored by ED and discussed below, bear out these assertions, according to the most recent CER survey (1998-1999).

Charters are discriminating against students with special needs, others say. For example, voicing deep concerns, Larry Searcy, a special education expert with the Center for Law and Education (CLE) in Washington, DC, reports he has "heard from parents around the country" who have complaints about charter schools.

Charter schools are excluding or not serving properly children with disabilities, these parents say. Charter schools are "discouraging" such parents from enrolling their children, Searcy asserts. And there is some independent survey evidence, described below, to support Searcy's view.

There is also independent evidence that charter schools are, as Searcy says, being set up in inaccessible buildings in violation of the Americans with Disabilities Act (ADA) and that money may be in short supply for charter start-ups, leaving their administrators fearful of the financial burdens of special education.

"From a public policy viewpoint, [charter schools] are a huge backward step," Searcy states. He believes the charter movement "not only allows discrimination but encourages it" through the selectivity of individual schools and the wish of some to "cull out kids" considered undesirable.

What Is Going On?

There is, in short, support for both pro and con views, a not surprising state of affairs given the quick and sometimes chaotic growth of the school choice movement — and the diversity of the people, projects, and state laws undergirding charter schools.

The key issues are legal and social justice ones: As public schools, charters must obey federal laws, the Education Department warns. These include:

- The Civil Rights Act of 1964 and the Education Amendments of 1972, which forbid discrimination on the basis of race, color, national origin ('64) or gender ('72).
- The 1990 Americans with Disabilities Act (ADA) and the closely related "Section 504" of the Rehabilitation Act of 1973, which prohibit discrimination on the basis of disability in any public facility, including a public school.
- The Individuals with Disabilities Education Act (IDEA), passed in 1975 under another name and amended in 1997. It guarantees a free, appropriate public education (FAPE) to students with disabilities that includes "due process" and an individualized education program (IEP).

Unfortunately, state laws governing charters frequently do not address the federal requirements or set up legal conflicts with them, reports Eileen Ahearn of the National Association of State Directors of Special Education (NASDSE), based in Alexandria, VA. (See www.ncsl.org.)

"There is a lack of knowledge in charter schools" about special education laws. "At the start there was no consideration of special ed....and very little recognition of responsibility," Ahearn explains. She has documented this in a just-completed NASDSE study sponsored by ED.

In some states, for example, charters were freed from some or all ties to the local education agencies traditionally responsible for special education — and the resulting practical and legal vacuum has been ignored.

However, "things are improving somewhat," Ahearn says. "In some states there is a clear requirement now in charter applications that schools address special education."

There's a second major study on charters and special education stirring the pot and providing a good guide to what is going on. Just finished, like the Ahearn effort, it was sponsored by ED. (For a full text go to http://www.ed.gov.)

Directed by Thomas Fiore of Westat, Inc., in Durham, NC, and focusing in part on parents, this qualitative study has turned up interesting news, both good and bad, about charter schools.

Fiore and his fellow researchers at SRI International made visits to 32 charter schools in 15 states in 1998 and 1999. The study was conducted before the recent amendments to IDEA took effect and the research is "qualitative," not based on a random sampling of schools, he explains. It found that charters have:

- Smaller class sizes and lower student-teacher ratios than other public schools.
- Closer relationships between staff and students and closer ties between staff and parents.
- Traditional governance structures that typically include a principal and a school board.

Fiori Findings about Special Education

First the good news: Fiori says that "most" of the visited charter schools "accept and welcome students with disabilities." Such students were served in charter schools in each of the 15 states in the study. And most of the visited schools had at least one special education teacher on board.

Fiori's report states that "at more than half of the visited schools, parents said that they were encouraged to enroll their child with a disability or...the... staff did not focus on the ... disability" at all.

And now the bad news: One of the most significant findings, Fiori says, is that about "a third of the schools were inaccessible to wheelchairs" or proba-

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Give Your Resume "Wow-Power" — And Make Yourself a Better Teacher!

The time to start building a "wow" resume isn't when you are about to graduate or change jobs — it's now. Get involved in activities now that will make a recruiter say, 'Wow, this teacher is really something special, and I want him or her on our team!' To make your resume into a "Wow" resume, and yourself into a "Wow" teacher, put the following tips into practice.

Volunteer in your local school — Every teacher needs an extra pair of hands and would welcome you in his or her classroom. You'll add to your experience in working with children, learn about working with children of different ages, and add to your repertoire of lesson plans, instructional strategies, and general coping skills. You'll also encounter a multitude of situations that can crop up in a classroom and see how someone else handles them.

Work with students with disabilities who are not in your area of expertise — In a class or as an extra-curricular activity, work with children who have various types of disabilities. You will encounter children with these same disabilities in your future classes, and you'll have a greater understanding of them and their feelings. Furthermore, you may find that you have an affinity for some children that you are unaware of.

Break the boundaries for students with disabilities — Look for opportunities to do things with children with disabilities that others say are impossible. (We know there's no limits to what our kids can do!) For example, one former Student CEC member led children with physical disabilities on mountain climbing expeditions. Another taught a student who was bl d to dive. Show prospective employers that you have what it takes to help students with disabilities expand their abilities in ways never before thought possible.

Coach a team, drama club, scout troop, etc. — Take advantage of opportunities to work with children with and without disabilities. By working with all types of children, you will learn their wide variety of learning styles and how to manage such diversity. Plus, you'll get ideas for activities you can use in your classroom.

Become active in Student CEC— Employers look for leaders, and one way to show your leadership is to become active in Student CEC. Chair a committee or hold an office. (If you're nervous about the time chairing a committee will take, co-chair it!) By taking an active role in Student CEC, you'll learn a lot, expand your skills in numerous areas, and meet professionals who can help you determine the best places to send your resume — and even give you a reference. And, you'll make life-long friends among CEC's professional members, as well as with your fellow student members.

Attend professional development courses — Even more than other educators, employers want special education teachers who keep up with the latest developments in the field. By attending professional development courses, you show that you are willing to go the extra mile to stay in the forefront of special education issues and strategies. You'll also have the opportunity to meet other professionals and hear their thoughts and insights into teaching.

Read professional journals — Always keep abreast of professional journals such as *CEC Today*, *TEC*, and *EC*. In addition to giving you ideas you can put to use in your classroom, you'll have the knowledge base to explain why you use a particular learning strategy. You'll also sound great in an interview when you can cite up-to-date research and explain issues currently affecting the field!

Give presentations on students with disabilities — There's no better way to hone your presentation skills than to give presentations. This experience will not only help you in the classroom, you'll also be better prepared to give presentations in or on behalf of your school and/or students. Also, this shows that you are a leader who is ready and willing to speak up for your students.

Attend a support group for parents of children with disabilities — Try to learn as much about your students' parents' concerns as possible. One way is to attend a support group for parents of children with disabilities. Go with an open mind and a willingness to listen. The insights you gain can help you understand the fears your students' parents may have, as well as their hopes for their children. □

Opportunities for Student CEC Members!

Be a Member of CEC's Representative Assembly

Student CEC must select two members to serve on CEC's newly-established Representative Assembly (RA), one by Dec. 15 and the second by March 15.) The RA will address issues of importance to professionals and the field and provide feedback to the board of directors.

For a nomination form or for more information, contact Sara Conlan at 703/264-9412 or sarac@cec.sped.org.

Student CEC Awards

Nominate a professor or fellow student for one of Student CEC's prestigious awards:

- Susan Phillips Gorin Award
- Outstanding Student CEC Member of the Year Award
- Graduation Awards
- Student CEC Ethnic Diversity Scholarship
- Student CEC/Black Caucus Scholarship
- The Canadian CEC Outstanding Student Member of the Year Award

Nominations are due Dec. 11. Call 888/CEC-SPED for a nomination form.

Charter Schools, *from page 5*

bly would not meet other accessibility standards."

"Charter school developers find space where they can," the report states. They may convert a funeral parlor, a garage, a Moose lodge, or even a textile mill to create a school, and few become fully accessible.

Fiori also found that some schools did, indeed, exclude, or attempt to exclude some or all students with disabilities. At about a quarter of the schools visited "administrators said they were unable to serve certain types of students with disabilities and would discourage parents from enrolling them," he says.

In some cases they cited "lack of fit between the curriculum and student needs." One said the school was serving three students with significant disabilities and did not have the resources for a fourth.

And the study found that, overall, "charter school enrollment of students with ... significant disabilities is relatively rare, except in schools specifically designed for these students."

Charter schools are diverse and special education services in them are no exception. (See case studies, *A Close Look at Some Charter Schools that Emphasize Special Needs*, page 2.) The Westat/SRI study found that most visited schools with special education services used standard identification and IEP procedures. However, researchers also found schools that served and welcomed children with disabilities but did not have any formal special education programs.

For example, some administrators expressed a distaste for labeling students. Others said they trained all staff in special education procedures, offered all students individual plans, and didn't need a separate program.

Parents and Students Like the Schools

Whatever the program offered, "there's a high degree of satisfaction with charter schools among parents who have children enrolled in them," Fiori says, and that includes parents of children with special needs. Even parents who had withdrawn a child "were not highly critical" of these schools.

The high marks appear across the board: Where the charter school had a special education program similar to those in a traditional public school, parents reported more satisfaction with the process in the charter school, Fiori found.

In other situations, "parents are willing to enroll students with disabilities in charter schools even if they're knowingly giving up special education protections" Fiori says, and these parents are happy too.

They cite small class size, staff capabilities and caring, and more attention paid to each student.

Parents of students with disabilities consistently reported that charter schools were successful in meeting their goals for their children, the Fiori report said. They pointed to positive results in academics, behavior, self esteem, and motivation.

And most students receiving special services similarly told the researchers they liked their charter schools. They reported better relations with peers and staff than at previous public schools.

Not all reports were positive. Researchers heard at least one complaint about schooling for those with disabilities at a third of the visited sites. And, Fiori points out, researchers only spoke to parents and students admitted to a charter school. The study did not seek out those who may have been turned away.

What is being done?

What is being done about the perils and problems in a movement heralded by many as full of promise, a movement growing, like it or not, by leaps and bounds?

A lot.

Non-profit initiatives

CEC, at its 1999 annual convention, passed a major resolution on charters. The CEC Delegate Assembly, noting

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EXTRA credit

Fulbright Memorial Fund Teacher Program: The Fulbright Memorial Fund Teacher Program is an opportunity for U.S. primary and secondary teachers and administrators to participate in a 3-week study visit to Japan. Application deadline is Dec. 19, 2000. For an application, go to www.iie.org/pgms.fmf.

Lifestyle Web Site for Individuals with Disabilities: www.wemagazine.com/main.html is about men and women being the very best they can be. Includes a chat room, bulletin board, memorable encounters, travel, advocacy, and a shopping mall.

Report on Effectiveness of Education Technology: The Software & Information Industry Association released the "2000 Report on the Effectiveness of Technology in Schools." The report shows that technology has increased student achievement and increased student/teacher interaction. For more information, visit www.trensreport.net.

Online High School Recruiting Service: Hifilez.com helps high school students who excel in athletics, music/vocals, and academics who plan to attend college. Students can create a profile and send it to colleges of their choice. College coaches and band/chorus directors can also search the site. The site is free to students. Visit the site at www.hifilez.com or call 515/603-6136.

New Contact Information for Canadian CEC

The Canadian CEC office in Ottawa is now closed. You can reach Canadian CEC at our new mailing address: Box 56012, Stoney Creek, Ontario L8G 5C9.

The new CCEC phone number is 905/ 643-0451, and the new CCEC fax number is 905/643-8925. You can also reach CCEC by e-mail through the president, Elizabeth Bond: ebond@hwdsb.on.ca.

Division Focus

CASE

The Council of Administrators of Special Education

CASE is preparing for the fall meeting of its Board of Directors to be held in November in Williamsburg, Va. The meeting will precede the 11th Annual CASE Conference, *Revisioning the Future*. The CASE Board of Directors is composed of representatives of each of the CASE state and provincial subdivisions and the CASE Executive Committee. The Board will complete an environmental scan and engage in strategic planning to assist CASE in positioning the organization for the future.

Plans are being finalized for the CASE Institute in Clearwater Beach, Fla., on January 17-19, 2001. The institute will focus on Issues in Human Resources and will feature an outstanding staff, including Kent Gerlach, Ann Haggart, Susan Craig, and Sally Pisarchick. The institute, which will focus on ways to maximize the use of personnel to meet the needs of ALL students, promises to be outstanding! Registration forms have been mailed to all CASE members. Others needing a registration form may contact the CASE office at 800/585-1753.

CASE has issued its call for nominations. Nominations are being sought for the position of secretary and Canadian members will also elect a Canadian representative to the CASE Executive Committee. In the last newsletter members were also urged to nominate their peers for the CASE Outstanding Administrator and the Harrie Selznick Distinguished Service Award. All nominations will be due on January 1, 2001.

CEDS

The Council for Educational Diagnostic Services

Don't miss the CEDS annual conference, *Cultural Diversity and Assessment*, November 2-4, 2000, at the Hanalei Hotel in San Diego, Calif. Alba Ortiz will deliver the keynote address, "Assessment of Linguistically and Culturally Diverse Learners: From Traditional to Best Practices." For registration information, contact Sandra Latchford at sandral@unb.ca, or visit the CEDS Web site at www.cec.sped.org.

DCCD

The Division for Children with Communication Disorders

On September 16, 2000, the DCCD Executive Board met at CEC Headquarters to discuss the future of DCCD. Following a review of the constituent make-up of the division, discussion of the need to recruit new members, and consideration of the concerns of professionals who work in deafness and hard-of-hearing who have indicated that CEC does not have a place for them, the board decided to change in the name of the division to the Division for Communicative Disabilities and Deafness (DCDD).

This name more clearly articulates the purpose and focus of DCCD and affirms DCCD's continuing interest in individuals who have communication, language, and literacy needs as a result of a variety of disabilities and more explicitly states our interest in individuals who are deaf or hard of hearing. A revised set of bylaws and the name change will be voted on at the DCCD annual business meeting in April 2000 at the CEC convention in Kansas City.

Are you interested in communication development, speech or language disorders, deafness, hard-of-hearing, or literacy? Are you an early childhood educator, related service specialist, a professional serving the deaf or hard-of-hearing, a special education teacher, a speech-language pathologist, audiologist, or college or university educator? If you are, then for just $20 you can become a member of the Division for Children's Communication Development and receive four issues of our new journal, *Communication Disorders Quarterly: Research, Intervention, and Practice in Speech, Language, and Hearing* (*CDQ*). *CDQ* is a joint publication of the Division for Children's Communication Development and PRO-ED, Inc. You can join DCCD and receive all the benefits of membership and the journal for $20, one-half of the regular non-member subscription rate. To join DCCD, please call CEC at 888/CEC-SPED.

DISES

The Division of International Special Education and Services

In 1999, DISES organized an international liaison network to enable special educators throughout the world to communicate with each other via the Internet. Each provides information about him/herself, their position, and special interests. This is combined in a directory and a topical index to facilitate the formation of affinity groups. At the present time, there are some 131 liaisons in more than 60 countries/jurisdictions throughout the world. DISES will continue to serve as a focal point in bringing colleagues together in various ways. If you need to communicate with colleagues abroad, contact Judy Smith-Davis, past president of DISES at judysd@gte.net.

TED

The Teacher Education Division

TED will host its annual conference in Las Vegas on November 6-9, 2000. The conference will be highlighted by two new developments. First, the conference proceedings will be published for the first time. Second, a monograph, "Emerging Trends in the Preparation of Teachers," will be unveiled.

TAM

The Technology and Media Division

TAM has been busy preparing for its annual conference on Technology and Media in Special Education, which includes many sessions on both assistive technology and instructional technology for students with disabilities. It will be held January 11-13, 2001, in Albuquerque, NM. For more information, check out the TAM Web site at www.tamcec.org.

TAM is also working collaboratively with the ILIAD project to develop some handy low tech aids for IEP teams as they consider the need for assistive technology.

Division members recently received their first edition of the completely updated and revamped *Journal of Special Education Technology* (*JSET*) The dynamic new look is matched by the excellent articles. In addition, *JSET* now has an ejournal to accompany each issue. Check it out at jset.unlv.edu.

Reading, *from page 1*

Joanna P. Williams, at Teachers College, Columbia University, who recently wrote a report for CEC examining the state of the art of teaching reading comprehension to children with learning disabilities.

"I study reading comprehension, but much of my work is in listening comprehension," says Williams. "Through listening, learners are introduced to the abstract, higher-order thinking processes, like logic and classification. This is also how they develop their vocabulary library."

All students can benefit from getting these comprehension processes in place before decoding begins, she believes.

Emerging Strategies

Particular techniques are coming to the fore for teaching comprehension to students of all ages with learning disabilities. The key, says Williams, is structure.

"Comprehension can be enhanced through a structured instructional program containing lots of corrective feedback and rewards and that moves slowly and systematically—not through improvisation and freewheeling discussion that may work for non-learning disabled students."

One example of a structured approach goes by the acronym TELLS and consists of distinct steps: (T) study story titles, (E) examine and skim pages for clues, (LL) look for important and difficult words, and (S) think about story settings.

The MULTIPASS strategy works best for the more difficult task of understanding expository text. Readers make three passes through the text, first becoming familiar with main ideas and organization, then gleaning specific information from the text by reading and answering questions at the end of each chapter. In the last pass, the reader tests herself by asking and answering her own questions.

Another strategy, utilizing story "grammar" or "mapping" gives struggling readers an organizational guide for identifying the principal components of a story—main character, action, outcome, etc. Pisha explains that concept mapping serves the same function as a traditional outline, except that instead of a hierarchical list, ideas are put into circles of a geometric shape, which are then linked by labeled lines. For example, one bubble may say "A Serb shot the Austrian Archduke." The next bubble may say "World War I started." The line stretching between them may say "Causes of World War I." Other bubbles listing other causes of the war, like "Balkan unrest," would be linked to the WWI bubble as well.

Not surprisingly, technology is beginning to play a larger role in these learning strategies. CAST is building on concept mapping research by creating electronic textbooks and is now testing the prototype of a digitized social studies text that allows students or teachers to create and manipulate bubble maps.

"It's a much more graphical approach than verbal — even the shape of the bubble can convey information," says Pisha. For example, a map about agricultural history can contain a bubble shaped like an ear of corn. "Clinical experience suggests that kids with learning disabilities would rather work with a bubble map than an outline. It's an easier way to 'see' that information."

Reciprocal reading is another technique that works to enhance comprehension of both narrative and expository text. "Struggling or at-risk readers can't process text very deeply," explains Pisha. "If something crops up that is completely out of context, a skilled reader will check if he has skipped a page accidentally. A reader with processing difficulties will just blow right by it."

Reciprocal reading encourages four cognitive strategies: summarizing, prediction, clarification, and questioning. As it is traditionally taught, a teacher working with a group of about 15 will read a passage out loud. One learner becomes the teacher, and asks the others an important question about the passage.

"The answer is almost irrelevant," says Pisha. "What we are getting at is singling out an important element of the story. The kids must learn to distinguish between what is trivial and what is essential."

With the second component, the teacher asks the students to make a prediction about the story, such as, "what will happen next?" The clarification component comes in when the students are encouraged to ask about something in the story that they didn't understand.

"Usually at first they ask about vocabulary, but as they become more skilled at clarification, they may ask questions about the characters' motivations," Pisha notes.

Finally, through the questioning component, students put themselves in the role of the instructor and ask questions that a teacher might pose about the story: "Why did the character do X?" "What lesson did he learn?"

Technology has a role to play in reciprocal reading as well, Pisha says. CAST has specially digitized a series of quality adolescent novels for the middle-school years. The "e-Bookster" software "reads" the text, highlighting the words on screen. At various points, a prompt will appear to activate one of the reciprocal reading components. For example, at a dramatic moment, the student may be prompted to make a prediction or to form a question.

"Often there is no 'right' answer," says Pisha, "But the program will encourage them to look for the basis of their response in the story."

The student is freed from decoding and can apply his mental resources to thinking about the plot, characters, and theme. And as the reader gets better at comprehension, the software can "fade" the supporting prompts.

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Career Opportunity: Become a Field Editor for *TEC*

Duties

- Scan the field to identify emerging issues.
- Develop professional content for six issues of *TEC* annually.
- Manage the review process.
- Work collaboratively with CEC publications staff.
- Assist authors to develop quality manuscripts.
- Mentor new authors.

The editor or co-editors will serve a term of up to five years beginning July 1, 2001. CEC provides limited compensation for expenses.

Deadline for applications: Dec. 15, 2000.

For more information, call 703/264-2521 or cecpubs@cec.sped.org, or write Kathleen McLane, 1920 Association Dr., Reston, VA 20191.

TAKE IT FOR granted

Milagro Foundation: The Milagro Foundation supports educational efforts that help youths live literate and culturally enriched lives. The foundation helps at-risk and vulnerable populations acquire the skills to succeed in life. Deadline: Preliminary letters of inquiry are accepted anytime. Eligibility: Nonprofit organizations. Contact: Milagro Foundation, P.O. Box 9125, San Rafael, CA 94912, 415/460-9939, www.santana.com/milagro.

Pillsbury Company Foundation: The foundation funds groups and programs that provide ongoing relationships between mentors and disadvantaged children ages 6-19 or that support youth empowerment education and employment skills in school- or community-based programs. Deadline: Jan. 15. Eligibility: Nonprofit organizations in areas in which Pillsbury has operations. Contact: 612/330-7230, www.pillsbury.com/about/community involve.asp.

Resources for Special Educators on IDEA '97

THe IDEA partnerships, ILIAD and ASPIRE, are proud to bring you two new resources to help you implement the Individuals with Disabilities Education Act (IDEA) '97:

▫ **Discover IDEA CD 2000** is an interactive, easy to navigate CD ROM providing comprehensive access to the 1997 amendments to IDEA '97, as well as the IDEA '97 regulations. It includes IDEA '97 law and regulations, hundreds of ready-to-use overheads, more than 50 topical special interest briefs, the *21st Annual Report to Congress on the Implementation of IDEA*, Head Start Disability Regulations, and links to U.S. Department projects that help improve educational results for students with disabilities.

To order, call CEC at 888/232-7733; fax: 703/264-9494; or email: service@cec.sped.org, # P5387 $7.95 per CD, $2.50 per CD if 50 or more are ordered and mailed to the same address. #P5388.

▫ **The Directory of Bilingual School Psychologists** is a comprehensive list of the country's school psychologists who provide assessment and other services for children for whom English is a second language. It categorizes school psychologists by state of residence, language spoken, credentials, and if a fee is required for services.

To order, call 301/657-0270; fax, 301/657-3127; e-mail: publications@naspweb.org. Price: $12.95, $9.95 for NASP and CEC members. □

CEC heads the ILIAD and ASPIRE Partnerships, which are funded by the U.S. Department of Education's Office of Special Education Programs. The Partnerships disseminate information for implementing IDEA '97.

Bush, Gore, *from page 7*

Bush: It is imperative that we insist on improved performance for our most accomplished students and offer all students the opportunity for advanced achievement and advanced coursework. As president, I will give states the resources and flexibility they need to establish and expand opportunities for advanced coursework and talented and gifted programs.

Gore: I will continue to support the Jacob K. Javits Gifted and Talented Students Education Grant Program. I am currently working to pass the FY 2001 budget, which includes a 15 percent increase over FY 2000 levels for the Jacob K. Javits program.

Do you support special educators performing medical services or do you believe medical personnel should be provided for students with these needs? If so, who should be responsible for the costs incurred?

Bush: Did not respond to this question.

Gore: Recognizing that all schools have different needs, I support the current practice of allowing states and local districts to decide on school-based health care staffing issues and the spending of IDEA funds to ensure that personnel have the skills and knowledge that are needed to serve children with disabilities.

Also, with the $170 billion Education Reform Trust Fund that I will propose as president, state and local districts will have even more resources to address the numerous issues related to special education as schools see fit to ensure that the needs of students with disabilities are met and to ensure a better education for all of our children. □

The CEC Board of Directors Needs You!

You can be a part of CEC's new direction! How? By serving as a member of CEC's Board of Directors.

In the spring 2000, CEC reformed its governance structure. In a bold new step, the association opened the doors to all members to serve on its Board of Directors and gave our members a direct vote in their leadership. Each year, CEC will elect one-third, or seven new members, to the board.

The change creates new and exciting opportunities for *all* CEC members. By serving as a member of the Board, you will be given the opportunity to expand your own knowledge related to our field. You will develop long-lasting professional and personal relationships with the most dynamic leaders in special education. And, you will have the opportunity to contribute your ideals to the premiere special education organization in the world.

As a member of CEC's new Board of Directors, you will be part of a dynamic leadership team comprised of 21 members. The Board represents the best talents of CEC and brings a collective and diverse voice to the leadership table. It represents our field and is committed to supporting CEC's premiere position within the educational community. In addition, the Board is charged with creating the vision for CEC for the years to come.

CEC Wants YOU on Its Board!

Why not consider yourself as a candidate for CEC's Board of Directors? If you are a visionary thinker, then CEC wants you! If you care deeply about the future of our profession, then CEC wants you! If you have so much passion about special education and CEC that you are looking for ways to serve, CEC wants you! If you care about the direction CEC is taking for the future and want to make a difference, then CEC definitely wants you!

Your Duties as a Member of the Board of Directors

What are the official duties of the CEC Board of Directors? The board develops and adopts The Council's professional policies, adopts and amends the strategic plan for CEC, establishes programs and services to meet the diverse needs of the membership, works in conjunction with the Representative Assembly to provide services to meet the organization's units' needs, and most importantly, create the dynamic vision for CEC's future. These represent just a few of the exciting leadership duties of CEC's Board of Directors.

Which Positions Are Open?

Seven positions are open on the CEC Board of Directors. They are:

- **3 Member-at-Large Positions**
- **1 Member-at-Large, Ethnic and Multicultural Concerns**
- **1 Member-at-Large, Canada**
- **1 Student Member**

Also, the Board of Directors will select a treasurer for the upcoming term.

All of the terms for the positions listed above will end June 30, 2001.

As CEC continues to build its vision for the future, consider joining a leadership community dedicated to excellence. You will not regret the decision you make to become a nominee for one of the positions on the 2001-2002 CEC Board of Directors. **The deadline for nominations is Dec. 15, 2000.**

For a nominations packet or more information, please contact Karen Ulans, 703/264-9487; email: karenu@cec.spec.org. Nominations packets may also be found on CEC's Web site at www.cec.sped.org. □

What Do I Have to Do to Be Nominated for the BOD?

1. Complete a Nominee Biographical Information Form. The nomination form will ask you to share:

- Information about your education, work, and organizational experience that you feel would contribute to your success as a CEC BOD member.
- Your career milestones.
- Your experience in leadership positions within CEC or other organizations.
- Your leadership vision and your vision for how CEC may continue to meet the diverse needs of its members and the children and youth for whom we advocate.

This is a time to shine, to celebrate your accomplishments and your successes, and to promote your vision for our future. Consider the possibilities, consider the future! We look forward to hearing from you!

Life Centered Career Education Workshops

Give your students the skills they'll need for life! LCCE gives teachers practical, hands-on strategies to help their students gain independent living skills. Attend an LCCE workshop and learn techniques you can use to help your students succeed in their home and community. The next training is:

LCCE for Students with Mild Disabilities

Nov. 2-3, 2000

The Sheraton Reston Hotel
11810 Sunrise Valley Drive
Reston, Va. 20191

Registration: $235 for members.

See the CEC Web site for more information about other LCCE training opportunities, or call 888/232-7733.

How to Increase Student Motivation

High student motivation results in increased learning

BY THOMAS E. SCRUGGS AND MARGO A. MASTROPIERI

Because many students in special education have a history of school failure, they are at particular risk for low motivation and their desire to continue to strive for success is jeopardized. This may be particularly true in inclusive classrooms, where students with special needs may lag far behind their normally achieving peers in academic areas. However, you can take specific steps to help your students regain their motivation for academic success — and have fun doing it!

Preconditions for Improving Motivation

Before you can improve student motivation, you must meet several preconditions: a supportive, organized classroom environment; meaningful materials of an appropriate difficulty level; and task-oriented, rather than ego-oriented classrooms.

A supportive, organized classroom environment provides an ideal environment for teachers to use motivational strategies. A clearly organized classroom structure with consistent expectations helps students feel secure and decreases anxiety. Be as positive with students as possible, use statements that promote acceptance, and encourage and reward peers' positive support for each other. Survey students' feelings about being in your classroom, and attend to their suggestions for making it a more comfortable, safe environment.

A second important precondition is to ensure that the difficulty level of the materials and the pace of instruction are appropriate. It is difficult to motivate your students to learn when using materials that are too difficult or employed at an inappropriate instructional pace.

When your students' skill levels differ, use a variety of materials so that all students feel challenged but able to succeed. In addition to difficulty level, ensure the materials are meaningful to your students and that they reflect their backgrounds and interests.

Competitive environments, in which success is defined by outperforming other students, are not conducive to motivational strategies. Since most students with disabilities do not perform at the top of the class, many will not feel that they can succeed. Instead, create a "task-oriented" classroom environment in which all students strive to improve over their previous performance and in which effort and attention are encouraged and rewarded rather than performing better than others.

Motivational Strategies

The many techniques for improving motivation include improving self-efficacy, increasing personal investment in learning, making learning enjoyable, and using praise and rewards.

Increase Self-Efficacy

Self-efficacy is described as confidence in one's abilities to succeed. Students are more motivated to participate when they have a high degree of self-efficacy. Self-efficacy can be enhanced by structuring tasks that your students can complete with reasonable effort and a high rate of success. As your students increase their history of success, they will increase their desire to engage in new tasks. When you are presenting new tasks, remind your students of how successful they have been on similar tasks in the past.

State your confidence in your students' ability to succeed with statements such as, "I feel certain you can do this really well if you try hard." When your students succeed, remind them of your previous confidence in them. However, refrain from characterizing tasks as "easy," by saying, "You can do this, it's easy!" Little satisfaction can be obtained from succeeding at an "easy" task, and failing at an easy task can be humiliating. If a student who is successful characterizes the task as easy, you could say something like, "Well, maybe it was easy for you, because you knew the material so well, but I really don't think it was that easy."

Increase Personal Investment in Learning

Students are more motivated when their personal investment in learning is increased. One way of doing this is through **goal-setting**. Show your students examples of their previous work, and ask them to set a goal for their future performance. Students can set daily, weekly, or monthly goals for themselves. For example, they can set goals for how many math problems they can complete correctly in one period, how many words they can spell correctly on a weekly test, or their score on a unit test in history. Provide positive feedback when your students meet their goals, and encourage them to set higher goals for themselves in the future. Also, help your students monitor their own progress toward longer-term goals.

Attribution training is another way to help students increase their investment in their learning. Teach your students to attribute their successes to things they are in control of, such as effort, planning, or use of appropriate learning strategies. Enforce this thinking with statements such as, "The reason you did so well on that test is that you planned your time carefully and studied really hard!" Conversely, when students do not succeed, do not accept negative attributions such as "I'm stupid" or "It's too hard." Redirect learning failures to things under the students' control, and encourage better efforts in the future.

Finally, you can increase your students' investment in the classroom by

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Motivation, *from page 12*

increasing student decision-making in classroom procedures. **Solicit your students' suggestions for class rules, seating arrangements, or learning activities,** and implement these suggestions whenever possible. Remind your students that many classroom procedures are influenced by their own suggestions.

Make Learning Fun

Students are more motivated to learn when classroom tasks are fun and enjoyable. Few things are less motivating than a seemingly endless stack of worksheets, to be replaced by even more worksheets. Use materials that are concrete, meaningful, and relevant to your students' lives. Develop activities that are fun for students, and allow them to actively participate in the concepts being learned. When drill is necessary, as in some basic skills areas, provide fast-paced, high-energy activities in which success rates are high, students are rewarded for learning, and activities are conducted within discrete time intervals.

Other ways to make learning fun and enjoyable include providing variety in class activities, through, for example, different media, guest speakers, student presentations, and computer applications. Create variety in homework assignments, and employ a variety of group and individual activities.

Develop classroom activities in gamelike formats. Competition that pits student against student can be counterproductive to a classroom environment, but activities in which any student has a good chance of winning can be very motivating. Activities in which groups compete (on, e.g., questions about the current science chapter), and in which group membership changes frequently, can be particularly enjoyable for your students.

Finally, make learning enjoyable by teaching enthusiastically. You can do this by increasing inflections in your speaking, using dramatic body movements and physical gestures, employing animated and emotive facial expressions, using a varied choice of words, and actively accepting student ideas or suggestions. Overall, a demonstration of a high energy level promotes enthusiasm. When teachers teach with enthusiasm, students are more motivated to learn.

Use Praise and Rewards

We saved praise and rewards until last because it is usually the first thing teachers think about when trying to increase motivation. Nevertheless, it is very true that students are more motivated to learn when they think they will be rewarded for their efforts. Be generous with praise and positive feedback; most of us receive too little praise rather than too much. Be sure to link praise to specific criteria students have met, and link it to positive attributions such as effective study strategies and extra effort. Instill in your students a sense of personal satisfaction with statements such as, "This is your best effort yet! You should be very proud of this paper!" Inform parents of particularly noteworthy student efforts.

More tangible rewards also can promote motivation in your students. When using more tangible rewards, such as redeemable tokens, stickers, or special privileges, be sure to set up conditions for the rewards, include specific performance criteria, and pair rewards with positive attributions. Be careful not to provide tangible rewards more than necessary, and be sure external rewards do not take the place of the personal satisfaction students should feel in doing a job well. As with all motivational strategies, collect evidence that your efforts are yielding positive results.

Motivation may be the most important single characteristic to promote in students to help ensure their long-term success. Motivated students are generally successful students, and it is worth our own best efforts to bring out the best efforts of our students! □

Thomas Scruggs and Margo Mastropieri are professors at George Mason University in Fairfax, Va. They are members of the Virginia Federation.

It Seemed Like a Good Idea at the Time ...

I was doing some observations for my special education major at Presbyterian College at the South Carolina School for the Deaf and Blind. I was in a class of about twelve 10-14 year-olds, and I was a little nervous because I was very new to the world of children with hearing impairments and sign language. However, the kids were very personable and friendly. One young man even gave me a lesson on the ASL alphabet.

When we went outside, I thought I'd try to sign to the students. I asked the teacher how to sign, "How old are you?" She showed me, and I went over to the young man who had helped me with the alphabet and asked how old he was. He looked at me and motioned with his index finger to come closer towards him. Needless to say, I was extremely confused. . .my first thought was that maybe he couldn't hear me, but he was deaf! So I stepped a couple feet closer and signed again. He followed with the same response, motioning for me to come closer! I finally went to the teacher and asked what I was doing wrong. "Nothing," she said. "...that's the sign for eleven!"

Ross Stewart, Clinton, SC -- via e-mail

Send In Your Story

Teachers often have good ideas, but not all of them turn out as planned. Read fellow CEC members' stories on the Web, www.cec.sped.org, and send your anecdotes to *CEC Today* Editor, 1920 Association Dr., Reston, Va. 20191-1589, or lyndav@cec.sped.org.

CEC Today Asks You!

CEC Today wants to make sure the newsletter is giving you the information you want. Let us know what you think of the articles, topics you would like us to write about, things you would like us to change.

E-mail your ideas to lyndav@cec.sped.org or fill out the survey on our Web site, www.cec.sped.org, under *CEC Today*.

Don't Discount Medication for Children with Emotional/Behavioral Disorders

The *Journal of the American Medical Association* reported that there had been a dramatic increase in the use of psychotropic medications, including stimulants such as Ritalin and antidepressants such as Prozac, for children between the ages of 2 and 4. Then, lawsuits were filed in California and New Jersey accusing Novartis Pharmaceuticals, makers of Ritalin, of conspiring with the American Psychiatric Association to create the "novel medical disorder" of Attention Deficit Hyperactivity Disorder (ADHD) in order to make money.

As a clinical psychologist who treats children with behavioral and emotional problems, I feared that worried parents would refuse or resist the use of medications that could help their children live more normal lives.

The truth is that psychotropic medications for children are both over- and under-prescribed. And the larger of these problems is that there are children and adolescents who are not getting the medication they need.

Let me be clear: Medication is not a substitute for therapy. And the decision to use medication for childhood problems should not be made lightly. But medication is an invaluable weapon in the arsenal of treatments available for psychological and emotional problems in children.

Many Go Without Help

The Office of the Surgeon General reports that of the 70 million children and adolescents in the U.S., 6 million to 9 million have a serious emotional disturbance — and only one in five of those receives professional help. By conservative estimates, 3 to 5 percent of school-age children are affected by ADHD and 2.5 percent by mood disorder; only 1.2 percent of these children are treated for ADHD and .3 percent for mood disorder. The proportion affected by depression rises to 8 percent in adolescence, and far fewer get treatment than need it in this age group as well.

Concerns about Drugs for Children

There are reasons for being wary of medicating young people. One is legitimate concern regarding safety. There have been very few controlled clinical trials of psychotropic medications on children in general and even fewer on preschoolers.

Parents should also be wary of incomplete or inadequate evaluation. It is important to note that there is no definitive diagnostic test to show the presence or absence of ADHD or mood disorder in the way an EKG can detect heart problems. Instead, both are identified by signs, symptoms, and functional impairments.

As a result, stimulants, antidepressants, and mood stabilizers have sometimes been prescribed for children without adequate assessment and follow-up. Even in therapists' offices, medication is sometimes recommended when other interventions such as classroom behavior modification programs or therapy would have sufficed. Sometimes too much medication is prescribed or for too long a time.

However, the good news is that generally, with appropriate diagnosis, we can effectively treat 80 - 90 percent of persons with mood disorder and 90 percent of children with ADHD.

The Effects of Non-treatment

In spite of these impressive treatment statistics, even today professional help is not always sought or heeded. Some therapists do not diagnose with acuity or, even worse, take the position that medication is never indicated for children. It was a shame that children and adolescents suffering from mental disorders did not get appropriate treatment when these medications were first on the market several decades ago. But the same failure is a travesty today.

I will never forget the bright, wistful 33-year-old woman who came to me with many problems: personal angst, underemployment, divorce, and few friends. She remembered being a confident young child who became severely depressed around the age of 10. She was finally properly diagnosed when she was 30 and began getting both medication and psychotherapy. (This is not unusual; the average time lost between initial symptoms and diagnosis of a mood disorder is 10 years.) While her depression lifted and she was able to make progress in therapy, she was painfully aware of the lost potential that could never be reclaimed.

I can also remember a 45-year-old professional man with several failed jobs and three marriages. His agitation and restlessness, dating back to childhood, were classic signs of ADHD, and the tragedy is that he was not diagnosed until he was well into middle age. He paid a price for this — and so did his wives, children, and business partners.

Each of these cases illustrates a crucial point: Untreated mental disorders in children have ramifications that can last the rest of their lives. Early treatment is almost always far more effective treatment. The malleability of a child's brain chemistry and personality diminishes with the passing of time. Many problems we see in adults are the result of having been derailed developmentally during childhood.

Some other consequences for failing to treat children adequately are even more severe. Prisons are full of poor, learning disabled young men who had ADHD that crossed the line into oppositional defiant disorder. Suicide is a problem reaching epic proportions, seen now in children as young as grade school and with increasing numbers in middle school, high school, and college, especially among boys.

We can make a difference with the judicious use of drugs. There are children who are counting on it. □

Patricia Dalton is a clinical psychologist who practices in Washington, D.C.

Charter Schools, *from page 7*

that federal standards apply to charter schools, said charters must not discriminate in admissions policies, cannot use disability to exclude a child, and must offer the free, appropriate public education spelled out in federal laws.

The Delegate Assembly also said charter schools must identify the agency responsible for paying for services to children with disabilities and called on Congress to fully fund IDEA and support for special education. (See the CEC Web site, www.cec.sped.org.)

The Charter Friends National Network has identified special education as one of the top three concerns facing charter schools and has set up a Charter Friends Initiative on Special Education.

The initiative is creating a national database of contacts for charter schools and special education and is developing an information outreach to include a Web site, guidebooks, compliance handbooks, and professional training. (See www.charterfriends.org.)

State and Federal Action

States are beginning to innovate and offer special support. In Minnesota, reports Norena Hale, the state's Director of Special Education, her education agency is working closely with the Minnesota Association of Charter Schools. The state has funded two pertinent association positions, including a director of special education, to help charter schools.

Florida has also set up a special education charter program. It features a university-based resource center that offers training and information in special education, reports the director, Cathy Wooley-Brown.

At the federal level, ED in cooperation with the Department of Justice, published in May and made available on the Web, a "Question and Answer" document on civil rights principles that apply to charter schools, including questions and answers on serving students with disabilities. The document is available at www.uscharterschools.org.

This document, written in plain English, offers legal information. It is an official agency commentary and may be used as a reliable guide to present policy at the federal level.

More recently, ED hosted, September 26 - 28, a special education conference on charter schools, inviting teams of state officials, school administrators, teachers, and parents to come to Washington, DC, to exchange ideas, discuss problems, and develop solutions.

The conference facilitator was Carol Massanari of the Mountain Plains Resource Center in Logan, Utah. Participants discussed practical problems, she reports, such as what to do if parents want to place a child with an IEP in a charter school and the education team and the parents differ on the placement. Discussants noted that both sides had certain legal rights but agreed mediation would be the best first step.

The teams also addressed ways low-budget charter schools can ensure services to students with special needs and practical ways to deal with accessibility in older buildings, as well as other topics.

The conference, which illustrates the high level of federal concern, was helpful, Massanari said, in that people in different states who ordinarily weren't in contact got to share frustrations and solutions with others walking the same path.

Research, educational outreach, advocacy, and solution-building will continue, experts say. Eileen Ahearn, for example, expects that the National Association of State Directors of Special Education will come up with a series of recommendations based on her charter study and will confer with ED about its findings.

She doesn't rule out the possibility of regulatory or legislative recommendations and changes. □

Reading, *from page 9*

The final phase of this learning exercise is to ask the student to read a section of a book himself and to indicate where he might place the prompts if he was the computer.

"This program simulates, urges, and supports kids with reading difficulties to do the things that skilled readers do instinctively," says Pisha.

E-Bookster is still in the prototype stage, but he hopes to have study results out by December 2001 "that will convince publishers that this is a great product."

Diversity and Comprehension

Teachers must also be aware of how comprehension can be affected by culture. Research indicates that the way stories are told and matters are explained differ around the world. "For example, the European tradition relies on a linear, hierarchical story structure," Pisha explains, "While in African American cultures there is more digression. So if we are asking an African-American child to read and interpret a Eurocentric text, she is starting in an entirely different place. Any teaching method that will be successful for people from diverse backgrounds has to take variables of that sort into account."

Williams added that children with learning disabilities are particularly prone to making inappropriate associations with what they read, which plays havoc with comprehension. "Kids from diverse cultures will associate from different knowledge bases, and will read with a different eye." That's why a structured approach — as opposed to free discussion of a text — is so important, she says.

The bottom line of teaching comprehension is excellent teacher preparation. According to Williams, the consensus in the special education community is that it takes more than a year of very intensive training to be a very good reading comprehension teacher,. "It's all very intangible," she concludes. "True comprehension requires a cognitive pattern that can't be explained outright. It's a subtle skill, and kids either get it or they don't." □

CALENDAR OF CEC events

november

November 6-9, 2000
23rd Annual TED Conference, "The New Millennium: Issues, Concerns, Solutions." Tropicana Hotel, Las Vegas, NV. Contact: Nasim Dil, Department of Special Education, University of Nevada-Las Vegas, 4505 Maryland Parkway, Las Vegas, NV 89154-3014, 702/895-1103 (O), FAX 702/895-0984, dil@ccmail.nevada.edu.

November 8-10, 2000
Arkansas CEC Federation Conference, "Let Us Continue: Special Education in the 21st Century" (Nov 9-10). Austin Hotel and Convention Center, Hot Springs, AR. Pre-conference workshop sponsored by CCBD, November 8. Contact: Bruce Pilcher, PO Box 1155, Rogers, AR 72757, 501/631-3515, bpilcher@rps3.nwsc.k12.ar.us, or see the Web: http://www.cec.sped.org/ Arkansas.

November 9-11, 2000
Ontario CEC Federation 44th Annual Conference, "Experience a Taste of Niagara: Exceptional People, Exceptional Sights - A Winning Combination." Sheraton Hotel, Niagara Falls, ON. Contact: Barb Rowe, 416/223-6164, Fax: 416/223-5677, e-mail: barbrowe@compuserve.com.

November 16-17, 2000
Massachusetts CEC Federation Annual Conference, "What's Best for Us? Changing Roles for Educators." Crown Plaza Hotel, Worcester, MA. Contact: Jill Greene, 617/353-9310, e-mail: jillg@bu.edu.

November 16-18, 2000
11th Annual CASE Conference, "Revisioning the Future." Marriott Williamsburg, Williamsburg, VA. Contact: Jo Thomason, 615 16th Street N.W., Albuquerque, NM 87104, 505/243-7622, FAX 505/247-4822, casecec@aol.com.

November 16-18, 2000
Virginia CEC Federation Annual Conference, "Milestones: Past, Present, Building Better Tomorrows." Holiday Inn Washington Dulles, Dulles, VA. Contact: Deborah Jacobs-Say, 108 Castlebury Ct, Stafford, VA 22554, 540/288-0321 (H), djac22@aol.com or Amie Fulcher, 14718 Flower Hill Dr., Centreville, VA 20120, 703/266-7422 (H), FAX 703/993-3861, afulcher@gmu.edu.

November 19, 2000
CEC Franklin Covey Workshop, "Power Principles." Williamsburg, VA. Contact: CEC, 1920 Association Drive, Reston, VA 20191-1589, 888/232-7733, conteduc@cec.sped.org.

december

December 6, 2000
CEC Web-Based Workshop, "Adapting Curricular Materials for the Inclusive Elementary Classroom." Contact: CEC 1920 Association Drive, Reston, VA 20191-1589, 888/232-7733, conteduc@cec.sped.org.

December 7-10, 2000
2000 Annual International DEC Conference, "Early Childhood in the Millennium: Partnerships and Practices for the Future." Hyatt Regency, Doubletree and LaPosada Hotels (Albuquerque Convention Center), Albuquerque, NM. Contact: DEC Conference Office, 3 Church Circle, Suite 194, Annapolis, MD 21401, 410/269-6801, FAX 410/267-0332, e-mail: office@gomeeting.com.

january

January 11-13, 2001
TAM 2001: A Technology Odyssey. Hyatt Regency, Albuquerque, NM. Contact: Margaret Bausch, Dept of Special Education & Rehabilitation Counseling, University of Kentucky, Lexington, KY 40506-0001, 606/257-2609, FAX 606/257-1325, e-mail: meb@qx.net. See the TAM Web site for more information, http://www.tam.uconn.edu.

January 12-14, 2001
CEC-Franklin Covey Workshop: 7 Habits of Highly Effective People. New Orleans, LA Contact: CEC 1920 Association Drive, Reston, VA 20191-1589, 888-232-7733, conteduc@cec.sped.org

January 17-19, 2001
CASE Institute, "Emerging Issues in Human Resources." Sheraton San Key Resort, Clearwater Beach, FL. Contact: Jo Thomason, 615 16th Street N.W., Albuquerque, NM 87104, 505/243-7622, FAX 505/247-4822, e-mail: casecec@aol.com.

february

February 7, 2001
Web-Based Workshop: Adapting Curricular Materials for the Inclusive Secondary Classroom. Contact: CEC 1920 Association Drive, Reston, VA 20191-1589, 888-232-7733, conteduc@cec.sped.org

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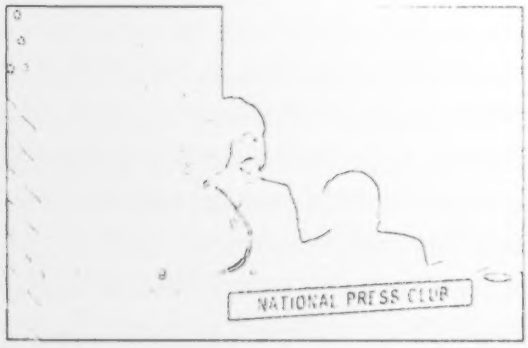
CEC Gains Media Attention on Special Education Teaching Conditions

CEC officially released the results of its study on special education teaching conditions, *Bright Futures for Exceptional Learners: An Action Agenda to Achieve Quality Conditions for Teaching and Learning*, at a press conference on Oct. 23, 2000. CEC Executive Director Nancy D. Safer, Commission Co-chair and Special Education Teacher Matty Rodriguez-Walling, CEC Assistant Executive Director for Professional Standards and Practice Richard Mainzer, and Publisher of *Exceptional Parent* Joe Valenzano presented the study's findings.



Matty Rodriguez-Walling describes special education teaching conditions at the press conference.

The panelists stressed that current special education teaching conditions have pushed the field into crisis, with students with disabilities sometimes receiving less than adequate instruction. The problem rests not with

Continues on page 5

IDEA Celebrates Its 25th Anniversary

Birthdays are often a time of looking back and celebrating what we have accomplished and for looking toward future goals and aspirations. The 25th Anniversary of the Individuals with Disabilities Education Act (IDEA) was no different. In celebratory activities in Washington, D.C., this October, lawmakers, educators, advocates, parents, and students cheered the legislation's rewriting of America's educational structure while envisioning ways to improve upon its successes. And while there was consensus that we must still work to ensure every student with a disability receives an appropriate education, new knowledge about the way students with disabilities learn and new technologies and instructional methods previewed exciting educational practices for these children in the future.

"IDEA has been one of the most far-reaching educational laws in the country," said Nancy D. Safer, CEC's executive director. "CEC is proud to be a part of its past, and we will be in the forefront of implementing the law, as well as in fostering innovative and effective instruction for students with exceptionalities."

A Look Back

The groundbreaking law, P.L. 94-142, now called IDEA, was enacted on Nov. 29, 1975, and opened the door to a public education to millions of children with disabilities. With

Continues on page 9

Discovery — A Hands-On, Minds-On Classroom

Imagine a class so popular that parents sign a waiting list to get their children enrolled. Imagine these are parents of children with disabilities, in general education, and with gifts and talents. Imagine a classroom that is so dynamic that children beg to go to school. And a imagine an elementary school teacher who is so important to his students that they continue to visit him 15 and 20 years after they have left his care. That class is the brainchild, heart, soul, and work of K-3 special education teacher Larry Statler at Santa Teresa Elementary School in San Jose, Calif.

Amy Gluck, one of Statler's first students, now volunteers in his classroom and passes on the love, learning, and positive support she received years ago.

Statler conceived the idea for his award-winning Discovery Program after asking the parent of one of his former students what he should have done differently.

"Statler, instead of having kids put the block in the right slot, you should have had them put a quarter in the coke machine," she replied.

That response prompted Statler to re-think his approach to education.

"I realized that the real world is the general education classroom and for my students to be able to function as adults, they need to be part of the real world," Statler said.

The result was a class that knocked down the walls between three classrooms and the barriers between children of various abilities and ages.

Making It Work

Having nearly 100 children, 5-8 years of age with severe disabilities, gifts and talents, and everything in between, as well as four teachers and teachers' aids in one room may sound like a nightmare. But in the Discovery Program, it is a haven of learning, possibilities, and love. The children often work at multi-leveled, hands-on learning centers placed around the room. Depending on the child's needs, he or she may develop higher level thinking skills by creating a space station, practice a basic skill at a teacher-ordered center, or improve social skills at an exploratory center. These multi-leveled centers not only allow students to take control of their own learning, they also lead to children forming collaborative partnerships. For example, "Trace, a student with Down Syndrome, did phenomenal things with building blocks," Statler recalls. "Nathan, a first-grader who was reading above the 8th grade level was also in the class. One day Nathan noticed Trace's constructions and said, "Trace! What a neat building. Let's write a story about it, and they did."

"We appreciated the self-guided aspect of the centers that lets kids' brains guide them and lets children pursue different interests," says Lisa Benham parent of two children with gifts who were in the Discovery Program.

Discovery also lets students study content not traditionally seen at the primary level, according to Statler. In this "if you are studying it, live it" atmosphere, kindergartners dissected calf lungs; and when studying the Pilgrims, the students built a quarter-size replica of the Mayflower, wrote a play, and, of course, cooked and enjoyed the feast. But the students don't leave learning at the door. After studying Harriet Tubman, one second grader, Omar, got his mother to make cornbread fritters, his grandmother to sing gospel songs, and a classmate to dress up as Tubman — all of which was non-graded.

"Our students do things in class, take it home, and do projects greater than what we do in school," said Statler.

Amid the activity is the quiet center where teachers work with students individually and in small groups.

The program benefits all. Students with disabilities receive the attention they need to strengthen skills and have access to the general education curriculum. General education students receive an individualized, hands-on education. Students with gifts can follow their interests and study them in-depth. And all students benefit from the reduction in student/teacher ratio because of the amount of staff in the program.

But the core of the program is Statler's belief that every child is a learner and it is the teacher's job to make learning an exciting adventure.

"If a child doesn't want to learn what we want them to learn at that moment, find something they can learn at the moment, he says "

Success Beyond Test Scores

The Discovery Program's students score as well as their counterparts on academic tests, and they show phenomenal increases, especially in the social and language development areas and in the affective realms. Roxanne King, whose son has Autism, gives credence to the formal assessments, explaining that her mostly non-verbal son became fluent "speaking the lingo of the kids."

Furthermore, the skills the children learn follow them into the higher grades. Discovery's students "are the ones who don't need to be told what to do." They also know how to find help when they need it and how to work with the people around them.

"Our students become creative problem-solvers and life-long learners," said Statler. "We have produced kids who loved school, got along, and

Continues on page 4

A Look at Present and Future FEC Programs to Support Children and Teachers!

The Foundation for Exceptional Children (FEC), which works with CEC, has several programs that support children with exceptionalities and special education teachers. Following is an overview of some of FEC's most popular programs.

▫ **Mini-grants for Teachers** — FEC can give teachers that needed boost to get a project off the ground or keep it going through mini-grants.

▫ **Scholarships for Students** — FEC enables students to achieve their education and employment goals through its scholarships to graduating high school seniors. Job Tech Clubs provide technical employment opportunities with partners in industry.

▫ **Awards for Students with Disabilities** — FEC's Yes, I Can! awards honor students who have succeeded despite their disabilities. The Yes, I Can! awards recognize student accomplishments in seven areas: athletics, academics, the arts, extra-curricular activities, independent living skills, community service, and employment. The award recipients are recognized at the CEC Annual Convention & Expo, and each receives a specially-designed statue for his or her achievements. The deadline for the 2001 Yes I Can! awards is Jan. 7, 2001.

To learn more about these programs, see the CEC Web site, www.cec.sped.org, Foundation for Exceptional Children.

Future Goals

FEC plans to develop new programs and products that will expand its service to families and children.

With one such project, FEC will put the stories of our Yes I Can! winners in a book to motivate other children to do their very best. The *Yes We Can!* book series will feature age-appropriate, fun-to-read books that reflect the diversity of children with exceptionalities and help foster a healthy self-image.

Child's Play and Yes We Can! Theater will encourage the use of play and the arts in teaching at school, home, and settings such as after-school programs. Parents will be able to download role-plays, dramas, coloring books, and crafts that invite children with exceptionalities into play with adults and other children. The results FEC desires are an improved self-concept and increased awareness in the community.

FEC also plans to fund fellowships for graduate students who wish to intern at CEC.

As you renew your membership to CEC, won't you consider making a tax-deductible donation to the foundation? As the holiday season approaches, your gift would be one that keeps on giving to children and families who need our support. Your donation would help expand our scholarship and mini-grant programs, develop new projects, and continue our excellent Yes I Can! program. □

If you have ideas for fundraising, please contact FEC Director Jacqueline Lewis-Tillman, at 703/264-3505 or jacquil@ cec.sped.org.

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November 2000 Vol. 7 No. 4

CEC Today is published 10 times a year, Jan/Feb, March, April/May, June, July, Aug., Sept., Oct., Nov. and Dec., by The Council for Exceptional Children, 1920 Association Drive, Reston, VA 20191-1589. Telephone 888/232-7733, TTY 703/264-9446, lyndav@cec.sped.org, Web: www.cec.sped.org.

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Advocacy in Action

CEC Members Influence Education Policy

CEC members, through the Children and Youth Action Network (CAN), acted on a variety of issues over the past few weeks, including the FY 2001 Labor, HHS, and Education appropriations bill and the Family Opportunities Act of 2000. Using CEC's new Legislative Action Center, located on CEC's Web site, members crafted letters and e-mails on these and other topics (based on existing CEC letters or their own original documents) and sent them to their elected officials.

The Action Center, located at http://congress.nw.dc.us/cek/index.pl, allows CEC to track the number of letters and e-mails sent, to whom, and on which topic. This allows CEC's Public Policy Unit to know exactly which Congress members and/or administration staff have received our messages.

Increased Funding for IDEA

Through the Legislative Action Center, we have successfully let Congress know how important IDEA is to students with exceptionalities and the need to add funding to state grants, early childhood, preschool programs, and special education support programs. Many CEC members sent letters to Congress urging members to increase funding for these programs, as well as the Javits Gifted and Talented Act. Congress heard our message, and the FY 2001 appropriations bill included record funding for IDEA programs.

The Family Opportunity Act

Several hundred CEC members used the Action Center to write a message to their Congress members and the administration urging them to pass the Family Opportunities Act of 2000 before Congress recessed. As a result, President Clinton stated that this legislation is one of his top priorities before he leaves office.

The Family Opportunities Act of 2000 would help ensure that more children with significant disabilities have access to medically necessary health care. The bill would allow middle income families to purchase Medicaid coverage for their children with significant disabilities, authorize a demonstration program to allow states to extend Medicaid coverage to children with potentially severe disabilities, and establish Family to Family Information Centers to help families access health services. Although this bill had not been passed into law as of this writing, its many congressional supporters have vowed to reintroduce the bill if necessary during the next session of Congress.

CEC would like to thank those CEC members who contacted their Congress members and the administration. Congress members have indicated that they are listening to our messages to support children with exceptionalities. Keep up the good work!

If you've got a message for your Congress members, go to CEC's Legislative Action Center at http://congress.nw.dc.us/cek/index.pl. □

President Clinton Celebrates Disability Mentoring Day

On Wednesday, Oct.25, President Clinton honored National Disability Mentoring Day and National Disability Employment Awareness month by applauding the mentoring activities the federal government and public and private employers will be conducting across the nation to help expand employment opportunities for young people with disabilities. The Clinton-Gore Administration is continuing its efforts to help people with disabilities enter the workforce. These steps include: grants to advance the goals of the Ticket to Work and Work Incentives Improvement Act, partnerships to close the digital divide for persons with disabilities, and progress in both federal and private sector initiatives to hire more people with disabilities.

The administration hosted a day-long program for more than 100 high school and college-age people with disabilities. The day's events included a White House opening session followed by one-on-one mentoring with administration volunteers in various federal agencies, concluding with a reception celebrating the potential of young people with disabilities.

The president also recognized the winners of a Disability Mentoring Day Essay Contest and the public and private partners who organized Mentoring Day activities in 14 states. These efforts will increase the employment opportunities of young people with disabilities, bringing us closer to achieving full inclusion of people with disabilities in our nation's historic economic growth and prosperity.

Discovery, *from page 2*

showed extraordinary amounts of compassion for each other beyond what is expected of an adult."

Celebration, Cooperation, and Love

No child is rejected from Statler's Discovery Program. When Statler's fellow teachers cap the number of students in the class, he often approaches them with, "There's this little fellow over. I really think we can make a difference." Then we always say "alright," confesses Carolyn Makin, one of Discovery's general education teachers.

But no child is exempt from doing his or her best either. Statler takes students with severe issues and molds them into responsible individuals, according to Diane Thompson, whose 8-year-old son with Fragile X Syndrome thrived in the program.

"Statler's goal is to make sure these children become responsible persons and contribute in some way," she says. "He teaches them respect, responsibility, and a strong work ethic. This is not expected of kids of the ilk he works with."

The result is a one-of-a kind class where children love each other, enjoy learning, and find success, whatever their ability or disability. □

Conditions, *from page 1*

special education teachers but with a system that forces them to carry high caseloads and to spend their time completing overwhelming amounts of paperwork, among other problems. Under these conditions, special education teachers can't do the one thing they want to do — give their students the best instruction and the best of their time and talents.

The Problems Special Education Teachers Face

Rodriguez-Walling addressed the specific obstacles that prevent special education teachers from teaching students: overwhelming paperwork, high caseloads, lack of time for individualized instruction, lack of resources for special education, and lack of qualified special education teachers.

Overwhelming paperwork, which deprives teachers of planning time and their students of instruction time, is one of the biggest problems special education teachers face, Rodriguez-Walling said. The CEC study shows that more than 60 percent of our special education teachers spend one-half to 1 1/2 days a week completing paperwork. While special education teachers believe in the IEP and feel it should affect the child's instruction and future success, too often IEPs focus on compliance with rules and regulations.

The second major problem affecting special education today is the high caseloads our teachers are forced to carry, Rodriguz-Walling continued. According to CEC's survey, many special education teachers carry higher caseloads than most general elementary school teachers.

Special education resource room teachers have an average of 38 students. Special education teachers in self-contained settings have an average caseload of 18 students. And 27 percent of our special education teachers have more than 25 students in their classes. These caseloads often are assigned to teachers without regard to the students' disabilities, their educational needs, or the various types of disability a teacher must deal with in the classroom.

"When we give special education teachers caseloads such as these, we are asking the impossible," Rodriguez-Walling said. "Special education teachers can neither make individualized lesson plans for that many students, nor can they give each student the instructional time he or she needs to master a concept or skill."

She then pointed out the startling facts concerning the limited time special education teachers have for individualized instruction:

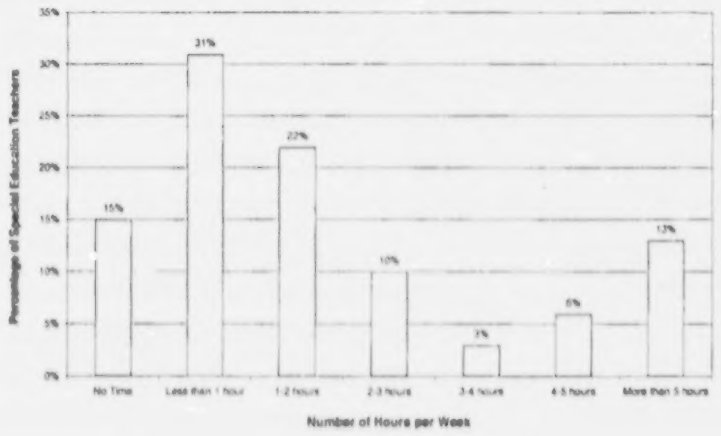
- 15 percent report that they have NO time for individualized instruction.
- 31 percent spend less than 1 hour a week in individualized instruction.
- 22 percent spend only 1-2 hours a week in individualized instruction.
- Thus, 74 percent of special education teachers spend three hours or less a week in individualized instruction

Another roadblock to success in special education is a lack of administrative support, Rodriguez-Walling explained. When administrators are unfamiliar with special education, it can result in a lack of planning time or time to collaborate with other general and special educators. To effectively implement instructional accommodations and modifications for

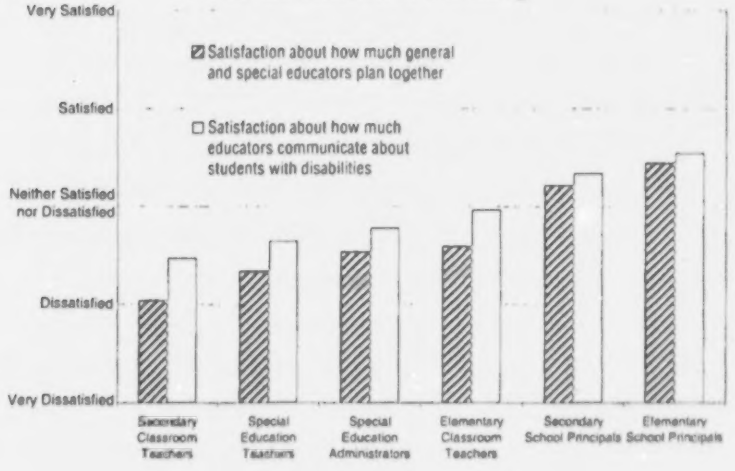
Continues on page 15

Special Educators Have Little Time for One-on-One Instruction

Eighty-one percent of special education teachers spend less than five hours per week working with students individually.



Teachers Say They Need More Time for Collaborative Planning



A Resource for New — and Experienced — Teachers on Behavior Management

You are explaining the assignment to a student at her desk when suddenly there is a loud exchange of profanity and a crash on the other side of the room. You look up just in time to see one student jump up from the floor and start toward another student with clinched fist. What do you do? How do you react? Are you prepared for this type of situation?

Whether it's first grade or senior English, anger management and conflict resolution is becoming more and more a part of every teacher's job in today's classrooms. One out-of-control student can turn a positive learning environment into a "battle zone" in a matter of moments. Do you know how to take control and de-escalate a situation?

A wonderful resource to help you develop your skills in this area is *Back Off, Cool Down, Try Again: Teaching Students How to Control Aggressive Behavior* by Sylvia Rockwell. A vividly descriptive primer on how to work with groups of students with behavioral or emotional problems, this book uses the stages of group development as the basis for classroom management.

The book, "provides teachers with practical ideas," says Matty Rodriguez-Walling, behavior management teacher, Miami, Fla. "The author has combined theory and research with personal experiences that teachers can relate to. With violence so embedded in our society, teachers need useful ideas to help today's generation of students learn the skills needed to be able to function in a more peaceful world."

This 144-page book is full of real life scenarios, cool down activities, reproducible behavior management forms, instructional planning forms, strategies for documentation and consultation, and more.

To get your copy for $20.95 ($29.95 for non-CEC members), call 888/232-7733. Ask for item #5120.

CEC Students — "See You in Kansas City"

Are you ready for the CEC Convention & Expo in April? Kansas City, being in the heart of the US, is a 'can do' location for many students across the U.S. and Canada. Now is the time to start finding financial support for your student chapter members to get to Kansas City, April 18-21, 2001. You don't want to miss this one!

Fundraising

Student CEC chapters are known for their creativity in raising funds for their programs. One of the major programs this year should be, "Student CEC is Goin' to KC." To raise money, some up-front planning is recommended. First, get a ballpark figure of the cost per student of the round trip to Kansas City. What is the estimated room cost per night? What is the estimated cost for pre-registration for each student? What is the estimated cost per person/per day for food in Kansas City?

Help from Organizations and Institutions

Now you have an idea of the funds you need to get yourself and your fellow students to the convention. Where can you obtain financial support? Start with your federation. Some federations budget for student attendance at their own convention as well as the CEC national convention.

Your college also may help support your attendance at the convention, especially if you can show them the benefit to your department and campus community.

Also, when your chapter has been active with the off-campus community, service clubs might be willing to help you. Usually service clubs appreciate having a stated amount of money to contribute (*e.g.*, what the money would buy: one student's attendance, two pre-registrations, etc.). Even if no funds are available this year, the public relations effect is fine and the presentation might build your case for assistance next year.

Chapter Money Makers

Each chapter should adapt its fundraising activities not only to what is 'in' this year or permissible on campus but also to the talents of its chapter members. For example, last year The University of South Alabama sold coffee and doughnuts in the College of Education building every morning; the Arkansas Student CEC set up a booth at the state conference and sold tote bags and calendars made by children with exceptionalities; Georgia College and State University had a cheesecake raffle, a television raffle, a silent auction, doughnut sales, sandwich sales, and a dance for education majors. The Iowa Student Association had its annual fundraiser, "Beverage and Bingo," at the state conference where prizes were donated and people paid to play.

These are only samples of money-makers. Bake sales, raffles, selling sweatshirts, car washes, and selling pins of different descriptions can generate money and are used universally.

The advice, "Accept ANY donation" is wise. If money is not available, often there are items or certificates that are given. These can be used in raffles.

Next Time

While attending to the work-at-hand — acquiring financial support to get to Kansas City — prepare now for convention 2002 in New York City. Make certain that every one and every organization, institution, business, and club that helped you receive a thank you letter when you return to campus. Where appropriate, also send a summary of what it meant to you to attend the convention.

A picture of the group while at the convention is also appreciated. □

Symposium Unveils New Programs for Students from Diverse Backgrounds

While outside colorful, festive, hot air balloons flaunted their brilliance at the annual Albuquerque Balloon Festival, a highly dedicated group of special educators created excitement and awe in a different way — they escaped the conventional methods of teaching children from diverse backgrounds. These dedicated special educators soared on the ideas and concepts that will ensure students with disabilities from diverse backgrounds receive appropriate educational services from the start. This dynamic event, the CEC/DDEL Multicultural Symposium and Pre-Symposium Institutes occurred on Oct. 11-14.

New referral and assessment methods promise to break the entrenchment of over-representation of students from diverse backgrounds in special education. At one pre-symposium institute by Kayte Fearn, CEC's multicultural affairs specialist, six new programs were unveiled. Each of the programs address different aspects of referral, assessment, and instruction of these children. They are:

- A Pre-referral Assessment Model from St. Charles Parish Louisiana, (Gale Naquin, Karen Mahe, and Yvonne Adler).
- Reducing Bias in Assessment of American Indian and African American Students, developed by the Minnesota State Department (Elizabeth Watkins and Nancy Larsen).
- Unmasking the Gifts and Talents of Young People, (Jean Gubbins, The National Research Center on the Gifted and Talented).
- The Instructional Support Process — (An Elementary System that Works in South Elementary School, Perkiomen Valley, Pa).
- Project Circle: Children in Rotating Centers Learn Earlier, An Early Childhood Project (Kay Kuner, Garland, Texas).
- The Chantilly High School Academy Support Team (Michael MacMurtrie, Fairfax, Va. County Schools).

At the second pre-symposium institute, Shernaz Garcia and Phyllis Robertson, both from the University of Texas, Austin, presented an "Assessment and Intervention Model for Language Minority Students." In addition, Isaurus Barrera showed attendees how to honor differences and gave suggestions on how teachers can bring out the best in all children.

Among other vital topics addressed at the symposium, the conference tackled the historic and contemporary problems African American students face in our education system. "Court Is in Session: Education of African Americans on Trial" called on Brenda Townsend, University of South Florida, as prosecuting attorney; Gwen Webb-Johnson, University of Texas, as defense attorney; and unsuspecting audience members to play the parts of witness, judge, and jury. This hilarious but informative session gave attendees deeper insight into the issues and concerns that must be addressed for this section of our student population. (As a result of the rave reviews this session received, its tour has been extended to Kansas City. Be sure to look for it!)

Through these and the more than 100 sessions addressing all aspects of providing a quality education for students with exceptionalities from diverse backgrounds, symposium attendees left Albuquerque shimmering with new brilliance — innovative techniques that really work. But the best outcome of the symposium is that as our teachers employ these strategies we will have students with disabilities from diverse cultures who will soar beyond their dreams as they achieve educational success. □

Canada — Life in Restructuring

As CCEC labors to bring new birth and new life to an organization needed more today than ever, we experience challenge and hope under the leadership of our new president, Elizabeth Bond.

Our provincial federations continue to celebrate our young people with provincial and local chapter "Yes I Can!" award celebrations. Jessica Tuomela, a swimmer who is blind from Sault Ste. Marie, Ont., won a silver medal in the 50 m event at Paralympics in Sydney. Jessica received an international "Yes I Can!" award in 1998.

CCEC remains committed to providing scholarships for young people entering the field of special services in some form and would welcome any type of corporate sponsorship to assist with our direct service to students.

CCEC has a good friend in Ron Morrish. He has become well known through his book and video, *Secrets of Discipline*, and his many presentations throughout Canada and the United States. Morrish always makes sure the financial resources of a CEC group are considered in his contracts and perks. Morrish's latest book, *With All Due Respect — Keys for Building Effective School Discipline*, promises to be a best seller. Visit Morrish at www.rwaldiscipline.com for further information.

Keep on Top of IDEA

Sign up for our mailing list, and you will automatically receive news from the IDEA Web site. Our monthly e-mail newsletter, *IDEAnews*, provides useful and timely information and resources to help professionals and families understand and implement the Individuals with Disabilities Education Act. To receive *IDEAnews*, fill out the form at http://www.ideapractices.org/forms/maillist.asp.

Nominations for CEC Board of Directors Due

Nominations for the CEC Board of Directors are due Dec. 15. For a form, see the CEC Web site, www.cec.sped.org, or call 703/264-9487.

Division Focus

CASE

The Council of Administrators of Special Education

In November, CASE members will not only receive their next issue of *In CASE* but will also receive the new CASE catalogue mailed to all members in late October. A special thanks to HOSTS for their assistance in producing the brochure!

The November-December issue of your newsletter also contains notification that newsletter articles may be reproduced for use with your staff. We've had a number of requests at the CASE office and want you to know that the articles are there for your use. Please note this does not apply to the *CASE Journal* articles!

The CASE presidents met in Albuquerque in October to plan the agenda for the fall meeting of the CASE Board of Directors. The strategic planning process there should enable CASE to move forward at an even faster rate. In January, CASE members will receive the proposed constitutional amendments in their newsletter. The amendments will also be available on the CASE Web site. The proposed amendments are needed to bring the CASE constitution in line with the changes in the CEC governance structure. The amendments will be voted on at the annual business meeting in Kansas City during the CEC convention.

CEDS

The Council for Educational Diagnostic Services

Diagnostique, the CEDS journal, has new editors, Nick and Linda Elksnin. Individuals who would like to submit manuscripts on assessment issues are invited to contact diagnostique@citadel.edu for author guidelines or Rachelle Bruno, Professor of Special Education, Northern Kentucky University Highland Heights, KY 41099, phone: 859/572-5167, fax: 859/572-6096, email: bruno@nku.edu.

DCDT

The Division on Career Development and Transition

The DCDT board had its fall board meeting on Oct. 5 - 6. It was held at the Denver Marriott, the site of the 2001 conference. The Call for Papers should be out next spring. DCDT welcomed new board members: Randi Swensen, northwestern regional representative; Jan Chapman, northeastern regional representative; Jerry Junkins, newsletter editor; Laura Eisenmann, governmental relations chair; Helen Post, parent representative; Dalun Zhang, international relations chair; and Bruce Hua, student representative.

DCDT is preparing for its 25th Anniversary Gala to be held at the international CEC Convention & Expo in Kansas City. A dinner will be held honoring Gary Clark for his work in transition and career development.

The regional representatives are working to start new subdivisions and support existing ones. Monies are available for seed grants for interested subdivisions. The research committee is gathering data on critical needs in personnel preparation and transition as well as the inclusion of transition competencies into standards-based reform and the impact of high stakes assessment.

DEC

The Division for Early Childhood

DEC is working with CEC and other early childhood and disability organizations to prepare comments and recommendations on the U.S. Department of Education's proposed amendments to the regulations governing the Early Intervention Program for Infants and Toddlers with Disabilities under Part C of IDEA. We need your thoughts about the proposed amendments so we can craft the DEC response. Please send your comments about the package or any area of the current Part C rules to Sharon Walsh, fax: 703/250-4935, or email: walshtaylo@ aol.com or diana.larocco@po.state.ct.us.

You may download a copy of the Notice of Proposed Rulemaking (NPRM) by going to the OSERS section of the Department of Education Web site at www.ed.gov/offices/OSERS/OSEP. You will need to scroll down a few items to locate the draft Part C regulations notice.

All comments to this NPRM are due on or before Dec. 4, 2000. You may send them to Thomas B. Irvin, Office of Special Education and Rehabilitative Services, U.S. Department of Education, Room 3090, Mary E. Switzer Building, 330 C Street, SW., Washington, DC 20202-2570.

DISES

The Division of International Special Education and Services

Vote, Vote, Vote! Of course that little national (USA) election is over, but the BIG international one is yet to come! That's right: in the next issue of the DISES newsletter you will find a ballot. Much of what we do in the coming years depends on the officers we elect. Be sure to vote for vice president and member-at-large.

DLD

The Division for Learning Disabilities

The first annual Research to Practice Conference was held in Charleston, S.C., on Sept. 28 - 29. More than 350 teachers, administrators, supervisors, and school psychologists came together for two full days of in-depth training in topics such as early reading, mathematical problem solving, writing and editing skills, cognitive learning strategies, content enhancements, and curriculum-based measurement.

The Second Annual Conference will take place in San Antonio, Texas, on Oct. 4 - 5, 2001. The goal is for participants to be able to implement session content when they return to their places of work. Register Early!

The DLD Executive Board would like to thank the members of the South Carolina DLD subdivision for the help they provided for the conference. Also, thanks to the students in the special education program at the College of Charleston under Susan Gurganus. Mary Anne Tharin was also of great help.

MRDD

The Division of Mental Retardation and Developmental Disabilities

MRDD had a very successful 7th International Conference in Baltimore, Md., Oct. 12-14. Over 300 attendees came to hear keynote speakers Ann and Rud Turnbull and Temple Grandin. Two additional high points of the conference included the presentation of the Dolly Gray Award for Children's Literature and

a special session on "definition" by members of the critical issues committee. MRDD is expanding its role and is considering a name change to reflect its revised mission.

Participants attending this session provided input during a follow up session with the critical issues committee. MRDD welcomes comments from the field. Contact Bob Stodden: stodden@hawaii.edu.

IDEA, *from page 1*

CEC leading the way, lobbyists, educators, and parents maintained that IDEA was a civil right — that children with disabilities had a right to an appropriate public education. No longer could education for these children be an act of charity, which could be expanded, curtailed, or eliminated depending on the fiscal resources of an education system. CEC's leaders also provided guidelines for least restrictive environment, nondiscriminatory assessment procedures, age eligibility, and definitions for special education.

However, as sweeping as that legislation was, further changes were needed, said James Gallagher, professor at the University of North Carolina, Chapel Hill. Over the past 25 years, IDEA has been expanded to include students from birth - 3 years-of-age, provide transition planning, support special education research, and include students with disabilities in state- and district-wide assessments.

"IDEA is a civil right, a right to realize the promises made in the Constitution that all are created equal," Steny Hoyer, Democratic representative from Maryland, summarized. "But the right to pursue happiness can't be done without appropriate participation in gainful education and experience. The door to opportunity is the school door."

A Future Full of Possibilities

IDEA anniversary celebrants got a preview of special education's future from iconoclasts who are revolutionizing the very underpinnings of the field.

Technological advances, particularly those involving universal design, promise to "change what learning is, who learners are, what (instructional) methods will be, how we will assess children, and what our educational goals really are," said David Rose, co-director of the Center for Applied Special Technology. Universally designed curricula present material in a variety of formats, *e.g.*, textbook information also would be presented in speech, graphically, or in various languages, or the print could be made larger. Such technology will allow educators to recognize that there is not "one typical learner," said Rose, as well as to change our instructional methods and the materials we use.

Universal design will also bring about significant changes in our assessment of children with disabilities, according to Rose. In the future, assessment tools will be imbedded in instructional materials. This will allow educators to learn how a student learns as well as the problems a student is having grasping a skill or content. Thus, teachers will know "what was wrong with the methods they used and what part didn't work."

Ultimately, universal design will change our educational goals, said Rose. Educators will change their focus from teaching content to teaching children how to learn.

Another area that has undergone, and will continue to undergo, amazing transformation involves instructional strategies. Today we have proven, effective instructional strategies that can seem miraculous. One example is the reading method developed at the University of Kansas. Through this program, students with disabilities reached their reading goals within 3 - 8 weeks. This, in addition to other innovative instructional techniques, is enabling students with disabilities to succeed in areas never before possible.

Substantial gains have also been made in strategies for teaching in inclusive settings. Some schools, such as the O'Hearn School in Boston, Mass., have developed high-performing, fully-inclusive programs. At such schools, each child in a particular grade, regardless of ability or disability, studies the same curriculum. Thus, if a class is studying *Charlotte's Web*, some students will read the book individually, some will listen to the story, others will read a simple version of the book, and some will "read" the book through pictures. In lessons based on the book, some students will write essays, others will construct murals, and some will express their knowledge through music or role-playing.

Making programs such as this work depends on a comprehensive look at education, which includes curriculum adaptation, collaboration among teaching and school staff, outside experts to work with teachers, and co-teaching, according to Bill Henderson, principal of the school.

While the developments described above are paving new learning paths for special education, IDEA celebrants called for continued research and broader dissemination of proven interventions, best practices, and good, adapted lesson plans for children with disabilities. In addition to online academies that would make effective interventions and techniques available to all, they called for on-the-job coaches for special educators, mentoring programs, and on-site training.

IDEA — Not Just for Kids with Disabilities

One of the themes that became apparent through the celebrations is that IDEA has had far-reaching effects, and not just for students with disabilities. For example, special education research has resulted in improved instructional methods that are used to teach reading, math, written language, and other skills and content to students in general education classes as well as students deemed at-risk, according to Kenneth Warlick, director of the Office of Special Education Programs.

Another area in which IDEA has benefited our schools is in the reduction of school violence. Despite isolated episodes of extreme violence, school violence has actually decreased in the last 10 years, Warlick said. This downward trend can be attributed to schools adopting the discipline and behavior models developed through IDEA research.

Continues on page 15

Take Advantage of CEC's Web-Based Workshops

Adapting Curricular Materials for the Inclusive Elementary Classroom

Wednesday, December 6, 2000

2:00 - 3:30 p.m. Eastern Time
1:00 - 2:30 p.m. Central Time
12:00 - 1:30 p.m. Mountain Time
11:00 a.m. - 12:30 p.m. Pacific Time

Adapting Curricular Materials for the Inclusive Secondary Classroom

Wednesday, February 7, 2001
2:00 - 3:30 p.m. Eastern Time
1:00 - 2:30 p.m. Central Time
12:00 - 1:30 p.m. Mountain Time
11:00 a.m. - 12:30 p.m. Pacific Time

Site Registration Fee: $300 per site per workshop.The site registration fee for each workshop includes:
- Access from one telephone line and one computer connection.
- One set of reproducible participant materials.
- One copy of the ERIC/OSEP mini-library *Adapting Curricular Materials*.
- .15 CEUs for each participant at your site.

Teachers, curriculum specialists, and in-service trainers will learn specific techniques and strategies to adapt standard curricular materials for the special learning needs of students with mild cognitive disabilities in the general education classroom setting. The adaptations represent best or promising practices, and the presentation is teacher-friendly. Participants may submit questions in advance or ask questions during the workshop. The workshops are based on the 3-volume ERIC/OSEP mini-library, *Adapting Curricular Materials*, published by CEC.

Register for these events by contacting KRM Information Services at 800/775-7654, Fax: 800/676-0734.

For more information, visit the "Professional Development Training and Events" section of the CEC Web site at www.cec.sped.org or contact conteduc@cec.sped.org.

ERIC — More Than a Database

In addition to its comprehensive database of education-related documents and journal articles, the 16 ERIC Clearinghouses also respond to requests for information, serve as resource and referral centers for the public, search for information, and publish and disseminate free or low-cost materials. Here's what's available on the Web sites of a few of the ERIC Clearinghouses:

ERIC Clearinghouse on Disabilities and Gifted Education (ERIC EC) http://ericec.org

Located at CEC, ERIC EC focuses on disabilities and gifted education. It offers numerous frequently asked questions (FAQs) on topics in special and gifted education; a collection of ERIC digests, fact sheets, and minibibliographies; links to other resources; and more.

ERIC Clearinghouse on Elementary and Early Childhood Education (ERIC PS) http://ericeece.org

ERIC PS covers the physical, cognitive, social, educational, and cultural development of children from birth through early adolescence. It also manages the National Parent Information Network (http://npin.org), which provides information and communications support to parents and parent support organizations.

ERIC Clearinghouse on Assessment and Evaluation (ERIC TM) http://ericae.net

ERIC TM provides information concerning educational assessment, evaluation and research methodology, and resources to encourage the responsible use of educational data. It links to the ERIC database and features the Test Locator, which lists test descriptions, test publisher addresses, and location of test reviews.

ERIC Clearinghouse on Urban Education (ERIC UD) http://eric-web.tc.columbia.edu/

ERIC UD covers programs and practices in urban schools; education of African-American and Hispanic youth; educational equity; and urban and minority experiences, social institutions, and services. Topics include administration and finance; compensatory education; community involvement; cultural diversity; technology in urban education; urban and minority families; and urban teachers. □

Let CEC Help You Make Accommodations

Having the right tools is an important part of any job. *Making Assessment Accommodations: A Toolkit for Educators* is an excellent tool for teachers and administrators as they implement accommodations for their students. This toolkit has something for everyone!
- It may be used as a training resource or for information sessions.
- The video features students in test settings, as well as teachers, parents, and administrators explaining what accommodations are available.
- A guide for practitioners takes you through the assessment and accommodations process step by step.
- Each type of frequently made accommodation is discussed.
- A checklist you can use in planning is provided.
- A guide for principals explains how to support staff in making assessment accommodations.
- A staff developer's guide is provided.
- A ready-to-use pamphlet, in Spanish and English, helps families understand this topic.

To order your copy today for $69 ($99 for non-CEC members), call 888/232-7733. Ask for item #5376. □

The State of Florida Supports CEC's Life Skills (LCCE) Curriculum

The Florida Department of Education was so impressed with CEC's Life Centered Career Education program, it endorsed it for the entire state and is providing a series of workshops on the program this fall and winter.

The LCCE Curriculum provides students who have mild mental disabilities, learning disabilities, or are "at risk" with the skills they need to succeed in the home and community. The curriculum covers all areas of the student's daily life, including his or her role as a citizen, volunteer, employee, and leisure activity participant.

Three major elements distinguish the LCCE Curriculum from other curriculums: competencies, stages of career development, and instructional settings. The curriculum focuses on 22 skills critical for successful adult functioning. Each competency falls under one of three broad areas: daily living skills, personal-social skills, and occupational guidance and preparation. Although much of the LCCE instruction occurs at school, home and community-based experience is included.

"The intent of these workshops is to train persons who could train teachers in their respective areas of the state," said Florida's Director of Special Education, Carol Allman. "It is hoped that this training will provide teachers with additional tools to meet the varied needs of students with disabilities in the educational program and to focus on life skills leading to appropriate post-school outcomes for students with disabilities.

"Teachers have reported that the training is excellent and the content of the LCCE (curriculum) is appropriately linked to our state's standards for students."

Developed in 1978, the curriculum has been revised as needed to remain current and has been used in school districts coast to coast. A corresponding and interlocking modified version of the curriculum has been developed for students with more severe disabilities. This curriculum is currently being field tested and should be out in 2002.

For more information on Life Centered Career Education, see the CEC Web site at www.cec.sped.org or call 888/232-7733. □

Meet Some Student Award Winners!

The Foundation for Exceptional Children's "Yes I Can!" program honors children who succeed despite their disabilities. We would like to introduce you to some of our past Yes I Can! winners.

Miranda Calfee, 6, learned to walk, express herself verbally, and caught up with her classmates in reading. She also was selected to participate in her school's morning news program.

Valerie Hembruff, 17, who is deaf, not only designed the set for her school's highly recognized play, "Blood Brothers," she also supervised the painting and construction of the set.

Patrick Cox, 19, is the only deaf/blind cutting horse rider in the U.S., and he was named the 1998 Murray Cox Rookie of the Year.

Erin M. Dinklenburg, 16, who has physical disabilities, advocated for and forced her school to be accessible to students with disabilities. She also testified before Congress in support of funding to help individuals fight discrimination and non-compliance.

Do you know of a child who should be recognized for her or his accomplishments? Then go to the CEC Web site, www.cec.sped.org, or call 888/CEC-SPED for a "Yes I Can!" nomination form. **The deadline for nominations is Jan. 7, 2001.** □

extra credit

Apply for Scholarships Online: High school seniors can go online to access college scholarship dollars. The U.S. Bank Internet Scholarship Program will award up to 25 $1000 college scholarships to 2001 graduates who plan to attend an accredited two or four-year college next fall. Deadline: Feb. 28, 2001. Address: http://www.usbank.com/ studentloans.

The 2001 Shaklee Teacher Award: The Shaklee Teacher Award recognizes 10 of the country's outstanding teachers of children with special needs. Deadline: Feb 1, 2001. Contact: 316/634-8735 or www.shakleeinstitute. org.

US-Russian Educator Exchange: Project Harmony brings together U.S. and Russian educators committed to special education. Participants will travel to Novgorod to learn about recent developments in special education and gain an understanding of the cultural and social influences that affect children with special needs. Contact: 800/5457734, www.projectharmony.org.

Deaf Education Courses Online: The University of Kansas is offering *Deaf Elementary Methods* and *Language and Deafness*. Both courses are for three credits. Contact: bluetke@kumc.edu.

Women's Memorial Cadence Call Contest: Elementary, middle, and junior high school age students are eligible. Deadline: Dec. 31, 2000. Contact: 800/222-2294.

Phonics Voyage Sets Sail: Arrow Publishing has released its newest phonics computer software. The program contains intensive instruction that is fun. Contact: 910/521-0840 or http://www.phonicsvoyage.com.

Xap.com Makes Applying for College Easier: Plan ahead for admissions requirements, apply for admissions online, select majors and research careers, research scholarship and financial aid, and apply for financial aid. Contact: 301/406-8202, 301/406-8201 or http:// www.xap.com.

When Students Say "NO!"

BY MARK W. KANDEL

When you ask a student in your class, on the playground, or in the hallways to do something, most will obey you. However, there are times when you ask a student to comply with school rules or make a request and the student confidently, and without hesitation, responds, "NO." This is about the time when a minor altercation erupts into a major problem that could result in the student being reprimanded, given detention, or suspended.

How can we deal with children who say "NO?" Better yet, what can we do to prevent the child from being in a situation where he/she has the opportunity to say "NO?"

Understand Your Students

First, you need to know your students and their "triggers." What words, actions, or phrases seem to put them into a heightened state of anxiety or defensiveness? For example, some children do not respond well to requests early in the morning. Others need to be presented a request in a manner that doesn't appear to be a request. Remember, communication is 80 percent "how" something is said and 20 percent "what" is said.

In addition to knowing the "trigger," you need to know the underlying function of a child's behavior. Is the child responding in a negative way to get attention, seek power and control, receive a tangible, or escape/avoid a situation or demand? More than likely, children who respond to commands with a "NO" are trying to gain power or control. They may also be trying to gain a degree of independence.

Be Proactive

As much as possible, use strategies that will keep a potential confrontation from occurring.

1. Establish Classroom Rules
Developing sound classroom rules, posting them, and reviewing them daily will go a long way to preventing potential problems. Try to write rules WITH your students, so they will begin to take ownership. Write the rules in a positive way. For example, rather than the rule, "No running," rewrite that statement in a positive way: "Please walk at all times." It's human nature to be turned off by a series of rules or regulations in which each statement begins with "NO....."

Also, make your rules specific. "Be prepared for class" does not communicate to your students your expectations. Rather, the rule, "Come to class with your pencil, pen, books, and paper" leaves no doubt as to what you expect.

One final note on rules and procedures. Keep your rules to a maximum of five, and make sure they are observable and measurable.

2. Promote Smooth Transitions
Often students will respond negatively to your commands when they feel pressured to move from one activity to another without sufficient forewarning. Some students will need more preparation than others. Get to them first and begin to move them along so you don't reach a point that becomes confrontational. Also, cue, or signal, students that an activity is coming to an end. And, use close proximity to encourage students to follow your commands rather than putting them on the spot in front of their peers.

3. Know the Function of the Student's Behavior
It is extremely important that you determine the underlying cause or goal of a student's behavior. We can be effective with an appropriate intervention only when we recognize the purpose the student's behavior serves. For example, if a student responds to your command with a "NO," is he or she looking for attention? You may respond by keeping the child in for lunch or recess. On the surface, your actions may appear to be a punishment for the student; however, the child enjoys what he or she perceives as some time alone with you.

Is the student trying to escape a situation or demand? You may escalate a situation to the point where you send the child to the office. Once again, you view this as a punishment. On the other hand, this seventh grade boy, who is a poor reader, just escaped the humiliating experience of reading orally in your class.

Finally, is the child responding in a negative way to gain power or control? You may win this confrontational "battle" because you move the child to time-out, send him or her to the office, or assign detention. However, you have lost the "war," because every student now knows what buttons to push to get you into such a state.

Responding to "NO"

There are several strategies a teacher can use to deal with students who say, "NO." Keep in mind, these strategies should be used with other proactive interventions.

1. Refrain from Escalating a Minor Incident
Often we as teachers share responsibility for escalating a minor incident into a major problem. To reduce the risk of escalating a situation with a student, try to deal in the present. Stay away from reminding the student of past failures and problems.

Talk directly to the student rather than about the student. Be sure to make eye contact, but don't force your students to "look at you when you are speaking." Unless they are hard of hearing, they can hear you. It is humiliating for any of us to look our accusers in the eye when we know we are wrong.

Finally, make statements rather than ask questions. Teachers have a habit of asking the wrong question in a tense situation (How many times do I

Continues on page 13

No!, *from page 12*

have to tell you to stop talking?) and getting an unexpected answer from a student ("Tell me 10 more times and I will stop").

2. Give Choices Whenever Possible
If the circumstance permits, allow your students to have a choice in their daily routines and activities. If a student believes they have some choice in a situation, they feel more independent and may be less likely to confront you with a "NO." For example, if you want students to complete a math and social studies assignment before recess, why not let them chose which assignment they will do first?

Assessing student knowledge also gives you an opportunity to give them a choice. For example, some students may opt for a written test, while others want to create a project. By incorporating students' interests into our daily routines, we give them opportunities to exert some independence and reduce their need to seek power and control by negative means.

3. Remove the Student
This is easier said than done. Invent creative ways to remove the student from the current situation without you or the student "losing face." It may mean you will have to redirect him or her by sending the child on an errand. You need to plan for these situations. You will not be successful if you try to think on your feet when you have locked horns with a student in front of 28 peers.

4. Remove the Audience
Sometimes it is not advisable to remove a student from your classroom. You may have to look for ways to remove the other students. This can be done within the room (*e.g.*, direct your students' attention to a different part of the room: blackboard, overhead) or outside of the room (having students stand in the hallway). While the audience is removed, attempt to de-escalate the situation and come to a temporary solution.

With these last two strategies, it is imperative that you keep other options available, including involving the administration. You need to have planned in advance how to deal with a student who will not remove himself or herself from the room. Don't put yourself or your students in danger.

5. Agree with the Student
The next time a student responds "NO" and tells you that "you can't make me do it," simply agree with him or her. It is very difficult to argue with someone when they agree with you. By remaining calm and businesslike, you have removed the bait and left the student fishing for another. Understand that the student will likely want to continue to argue. State to the student what you expect, no more. For example, I expect you to do problems one through 10 and turn them in at the end of class. Remove yourself and allow some space. If the child refuses to comply, restate your demand with a consequence. "You can sit quietly and do problems one through 10, or you will lose recess."Another consequence for students who continue to act out may be to send them to time out or the office.

Be careful here. Again, it's important that you know the underlying function of the student's behavior. Is the child saying "NO" to gain power/control, or is he or she looking to be removed from the room (escape/avoid)? If he or she is trying to escape or avoid, that situation/demand may indicate the child is experiencing difficulty with the assignment.

6. Contact Parents ASAP
It's very important to keep an open line of communication with your students' families. Equally important is to communicate on a consistent basis when your students are exhibiting appropriate behaviors. By doing this, you will be more likely to have parental cooperation when a student engages in inappropriate behavior.

Make parental contact on the first offense. Do not let the misbehavior go to second offense without discussing it with your student's parents.

Inevitably you will encounter students who, when you make a request or demand, will respond with "NO." Be proactive in anticipating these situations and what may trigger them for certain students. Become skilled at identifying the goal or function of a child's misbehavior and develop strategies to address his or her needs. Don't allow your actions to escalate a minor incident into a major problem.

As the teacher and authority figure in the classroom, know your limits of power. You can't make kids do or think anything they don't want to. Establish a positive classroom environment and provide your students with choices to help them. □

Mark Kandel is a professor at the University of Scranton. He is a member of CEC Chapter #0416.

Seemed Like a Good Idea at the Time ...

I teach children in a self-contained class. I try very hard to teach appropriate social behaviors to each of the children. One day, I caught one of the children in a lie. I knew he was lying, because my paraprofessional had witnessed his act. He was told to go to time out until I could have a talk with him. I went over and told him "my heart was broken." Of course, he could tell I was upset so he said he was sorry. I continued, "I do not want there to be any stories told in this room." The child looked into my eyes, about to cry, and replied, "But I really liked that story about the pony that you read to us." I have learned not to mince words with my students, say what I mean, and say it so they understand!!!

Sonya Prince, via the Web

Send In Your Story

Teachers often have good ideas, but not all of them turn out as planned. Read fellow CEC members' stories on the Web, www.cec.sped.org, and send your anecdotes to *CEC Today* Editor, 1920 Association Dr., Reston, Va. 20191-1589, or lyndav@cec.sped

Home Schooling — Pros and Cons

CEC Today *received the following letters in response to the story on home schooling, which ran in the August 2000 issue.* CEC Today *would like to clarify that the article was not a CEC position statement on home schooling.*

I have been quite concerned ever since I read an article published in the August 2000 issue of *CEC TODAY*. The article was titled "Home Schooling — A Viable Alternative for Student Needs. Since there was no indication that the article was authored outside CEC, I am concerned that it may be an editorial viewpoint that was presented.

The premise that, "Both children with disabilities and/or gifts and talents do as well as their public school counterparts academically and socially" is ludicrous. The article seems to cover environment, curriculum, and delivery. The bottom line, according to this article, is that environment and delivery (who's doing the teaching) don't make a difference.

As a proponent of home schooling for the right reasons, I am appalled that a professional publication could possibly let this type of thinking be published. It is an affront to special education professionals across the nation. Providing for the needs of children with disabilities and safeguarding their right to appropriate education has been a success story in public schools in the majority of situations. Offering that education in an environment where a child with disabilities can learn along side with non-disabled children offers children the tools they will need to be productive members of society.

Daniel L. Beck
Delta Junction, Alaska

I am writing in regards to the article, "Home Schooling — A Viable Alternative for Students with Special Needs." We are home schooling our special needs assistive technology augmentative communication child. Based on our experiences with the public education system and as home school educators, we wanted to share our perspectives with CEC members.

I would like to address what was stated as the most serious concern as to home schooling. This concern centered around the lack of "safety nets" to ensure that home schooling is working and if home schooling parents are giving up on their children. Within the public school system, it is the parents who carry the burden of implementing the "safety net of due process" to ensure that the public school systems are appropriately providing educational services for children with disabilities. ... In reality, most parents of special needs children who home school consider home schooling the ultimate safety net. Home school educators have the freedom to actively seek out independent professionals, supports, and services for their children. Based on the National Council on Disability January report, as all states are experiencing some level of non-compliance with IDEA, shouldn't the greater concern be 1) are public school systems able to meet the individual educational needs of special needs children, and 2) are professionals and parents giving up on the public school system?

As we look back, we realize that the most stressful part of being a special needs parents was the years we spent attempting to achieve the provisions of IDEA and ADA in the public school education setting. We now have a team of independent professionals who provide consultation for our home school model. We focus on our daughter's abilities in a user-friendly environment.

For us, home schooling has been more than a viable educational alternative for our daughter with special needs, more than a safety net. Home schooling has created a user-friendly collaborative environment for our family and the independent professionals who provide services for our daughter.

Susan Lait
Pisgah Forest, NC

I just received my copy of *CEC Today* and read the article regarding "Home Schooling— A Viable Alternative for Students with Special Needs?" I found the article to be very biased towards home schools in serving children with disabilities. Although there might be home schools doing an adequate job of serving certain children with disabilities, many children with disabilities receive much less than adequate special education services in the home school setting. A number of students in home schools are receiving no education services. For some parents, home school settings are a way of bypassing state mandatory education requirements. For some parents, this allows them to "closet" their child with a disability. Of particular concern are the number of children "educated in home schools by a parent with little or no special education training. Home schools in many states are exempt from any state and federal standards and in some situations education is extremely limited.

George E. Spilker
Papillion, NE

It's unusual to find an article about home schooling so well-researched and thoughtful. I was particularly interested in the comparison of special education to home schooling. Within the home schooling movement it's pretty much given that the big advantage is that kids get what "they" need, as opposed to a general thing that some kids might happen to need. It's good to hear that others recognize that similarity between what we're trying to offer kids and what special needs professionals are.

Meredith Collins
Cambridge MA

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Conditions, *from page 5*

their students, many middle and high school special education teachers need to collaborate with an average of 17 different teachers.

"If you have only 50 minutes a day to plan, how much time does that give you to meet with each of those 17 teachers?" Rodriguez-Walling asked.

Furthermore, special education programs often receive old texts or sometimes even no texts or other resources, and special educators do not have opportunities for professional development.

The last issue Rodriguez-Walling addressed was the lack of qualified special education teachers. Today, more than 30,000 teachers without appropriate licenses teach students with disabilities, she reported. In some rural and urban schools, close to half of the teachers in special education are unqualified. This is a problem that is not going to go away. The U.S. Department of Labor estimates that schools will need more than 200,000 new special education teachers in the next five years.

"This situation cannot continue," Rodriguez-Walling concluded. "We must stop shortchanging our students with disabilities."

Recommendations to Improve Special Education Teaching Conditions

Mainzer then explained the report's recommendations, stressing that to achieve real change we must involve school districts/boards, state/provincial agencies, federal agencies, parents, businesses, and associations.

To Reduce Special Education Caseloads

- School boards/districts must clarify the responsibilities of special education teachers.
- School boards/districts must assign special education teachers reasonable caseloads that consider each teacher's responsibilities as well as the students he or she is responsible for.
- States/provinces should include special education in initiatives such as class size (caseload) reductions.

To Relieve the Paperwork Burden

- Special education teachers should be assigned trained clerical personnel who can assist in completing paperwork.
- Each special education teacher should have state-of-the-art case management hardware and software, as well as training on these technologies, to streamline paperwork requirements.
- Each state should require systematic, state-wide audits of paperwork processes, including their efficiency and the provision of resources to complete them.
- States should streamline special education decision-making procedures.

To Give Special Educators Administrative Support

- States should provide funding to train educational administrators regarding special education programs.

To Ensure Only Qualified Teachers Work with Children with Disabilities

- States /provinces should provide pay incentives based on knowledge and skills, as well as salaries structured to attract and retain qualified special educators.
- States/provinces should collaborate with professional associations to align teacher licensure and accreditation standards with professional standards.
- States/provinces should encourage special education teacher preparation programs and school districts to partner for mentoring new special educators.
- States/provinces and districts should provide incentives for ongoing professional development programs, including advanced degrees and certification in areas of specialization.
- School districts should adopt a policy of hiring only qualified teachers to teach children with disabilities.
- States/provinces should provide incentives such as tuition scholarships for educators to continue professional development.

Valenzano wrapped up the conference by giving the parents' perspective on the importance of improved special education teaching conditions.

"Every parent should be concerned about the quality of special education teaching conditions," Valenzano said. "The conditions special education teachers work under directly affect the quality of education each child receives."

He also called on business to join the fight to improve the quality of education for children and youth with disabilities. □

Don Deshler and Matty Rodriguez-Walling co-chaired the Commission for Special Education Teaching Conditions. Mary Ruth Coleman authored the Technical Report, *which provided the statistics supporting the report. For a copy of* Bright Futures, *see the CEC Web site, www.cec.sped.org, call 888/CEC-SPED, or see* TEC, Vol. 32, No.6.

Media Coverage

CEC's report on special education teaching conditions received wide media attention. The story has been covered in

CNN
Philadelphia Inquirer
Washington Post
Memphis Commercial-Appeal,
Salt Lake Tribune
Columbian (Columbia, Wa.)
Hartford Current,
Albany Times Union
Education Week
NEA Web Site (including a statement from Bob Chase, NEA president)

and many other media across the United States and Canada, as well as in online publications and education association sites and newsletters.

IDEA, *from page 9*

Also, many of the technologies developed for students with disabilities are now being used with non-disabled students. An example is captioned TV, which is used to help students learn English (as well as in your health club!). It is expected that future innovations in special education will continue to enrich the education of students without disabilities.

"Special education will continue to keep its role as a trailblazer, so every child will get the education he or she deserves," said Warlick. □

CALENDAR OF CEC events

december

December 6, 2000
CEC Web-Based Workshop, "Adapting Curricular Materials for the Inclusive Elementary Classroom." Contact: CEC 1920 Association Drive, Reston, VA 20191-1589, 888/232-7733, conteduc@cec.sped.org.

December 7-10, 2000
2000 Annual International DEC Conference, "Early Childhood in the Millennium: Partnerships and Practices for the Future." Hyatt Regency, Doubletree and LaPosada Hotels (Albuquerque Convention Center), Albuquerque, NM. Contact: DEC Conference Office, 3 Church Circle, Suite 194, Annapolis, MD 21401, 410/269-6801.

january

January 11-13, 2001
TAM 2001: A Technology Odyssey. Hyatt Regency, Albuquerque, NM. Contact: Margaret Bausch, Dept of Special Education & Rehabilitation Counseling, University of Kentucky, Lexington, KY 40506-0001, 606/257-2609, FAX 606/257-1325, e-mail: meb@qx.net.. See the TAM Web site for more information, http://www.tam.uconn.edu.

January 12-14, 2001
CEC-Franklin Covey Workshop: 7 Habits of Highly Effective People. New Orleans, LA Contact: CEC 1920 Association Drive, Reston, VA 20191-1589, 888-232-7733, conteduc@cec.sped.org

January 17-19, 2001
CASE Institute, "Emerging Issues in Human Resources." Sheraton San Key Resort, Clearwater Beach, FL. Contact: Jo Thomason, 615 16th Street NW, Albuquerque, NM 87104, 505/243-7622, FAX 505/247-4822, e-mail: casecec@aol.com. See the CASE Web site for more information.

January 24-27, 2001
Technical Assistance Alliance for Parent Centers, Hyatt Regency Capitol Hill, Washington, DC. Contact: PACER Center, Inc. 4826 Chicago Avenue South, Minneaplosi, MN 55417-1098. (888) 248-0822. www.taalliance.org.

february

FEbruary 7, 2001
Telephone Seminar: Promising Practices for Reducing Disproportionate Representation. Contact: CEC 1920 Association Drive, Reston, VA 20191-1589, 888-232-7733, conteduc@cec.sped.org

February 9-10, 2001
CCBD Forum, "Comprehensive Programming for a Diverse Population of Children and Youth with Challenging Behaviors. Riviera Hotel and Casino, Las Vegas, NV. Contact: Lyndal Bullock, University of North Texas, PO Box 310860, Denton,TX 76203, 940/565-3583 (O), FAX 940/565-4055, e-mail: bullock@tac.coe.unt.edu.

February 28-March 2, 2001
Michigan CEC Federation Convention, "Focusing on the FACES of Education — Year 2: Focusing on Students' Needs." Amway Grand Plaza Hotel, Grand Rapids, MI. Contact: Kathy Barker, 616/459-8281, #5424, barkekat@aquinas.edu, or Gene Kyle, 517/651-6767, lakevictoria@voyager.net.

march

March 7, 2001
Telephone Seminar: Promising Practices for Reducing Disproportionate Education. Contact: CEC, 888/232-7733, conteduc@cec.sped.org.

april

April 18-21, 2001
CEC Annual Convention & Expo. Kansas City, MO. Contact: CEC, 1920 Association Drive, Reston, VA 20191?1589, 888/232??7733, e-mail: conteduc@cec.sped.org.

may

May 3-4, 2001
LCCE Regional Training, San Diego, CA. Contact: CEC 1920 Association Drive, Reston, VA 20191-1589, 888-232-7733, conteduc@cec.sped.org

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Council for Exceptional Children

today

VOL. 7 NO. 5 DECEMBER/JANUARY 2001 EXCLUSIVELY FOR MEMBERS OF THE COUNCIL FOR EXCEPTIONAL CHILDREN

Learn How to Adapt Curricular Materials Online!

Web-Based Workshop: Adapting Curricular Materials for the Inclusive Secondary Classroom

February 7, 2001
2:00-3:30 p.m. Eastern Time
1:00-2:30 p.m. Central Time
12:00-1:30 p.m. Mountain
11:00-12:30 p.m. Pacific

Participants will learn specific strategies to adapt standard curricular materials for students with mild cognitive disabilities in the general education classroom setting.

Contact: www.cec.sped.org.

Plan Now to Attend the 2001 CEC Convention & Expo in Kansas City April 18-21

inside

Teachers Honored for Creativity and Excellence . . .2

Give Your Career a Boost — Attend the 2001 CEC Convention & Expo in Kansas City this Spring 10

Teaching Higher Order Thinking Skills 12

A New CEC for You!

Beginning in 2001, CEC is embarking on a number of exciting new changes — all designed to better serve you, our members, and the field while CEC continues to champion professional excellence and advancement of special education for individuals with exceptionalities.

First, CEC has a new look! In April 2000, CEC's Board of Governors voted to develop a new logo for the Council, one that would symbolize our vision for special education, the changes we are making to better serve our members, and our status in the new millennium as a substantive, dynamic organization. The new CEC logo, which was approved by the Board of Directors in October, gives viewers a strong, graphic representation of the organization. Through its bold lines and colors, it shows that CEC is an organization that is not only in the forefront of special education but also is reliable and steadfast — an organization that can be trusted to bring members and the public accurate and timely information about the field, as well as provide strong advocacy for children and youth with exceptionalities and those who work with them. In addition, the new CEC logo visually portrays the dedication of CEC members to the educational success of all children and youth with disabilities, gifts, or talents.

Second, CEC has a new address. On Dec. 20, CEC moved to Arlington, Va. Our new home puts CEC in much closer proximity to Washington, D.C. In this age of high-speed decision-making and communication, it is vital for CEC to be close to those with whom we work, including Congressional members, the Department of Education, and other education associations.

Continues on page 5

The Promise of Full-Service Schools

BY CAROLYN COSMOS

Too often, it seems, special education teachers know they could have a much greater impact on a child's learning if they could have more influence in the child's life outside the classroom — help get the child counseling or medical attention, assist the parents in improving their parenting skills, or find a way to relieve the family's poverty.

One way schools are trying to meet the needs of the whole child is through service integration or full-service schools. Service integration programs provide a wide array of services to students and families. In addition to educational services, these schools may provide health, mental health, and social and human services. Some may also provide services for parents such as employment counseling and training. Service integration programs go by a wide variety of names, including full service schools, community schools, extended services sites, whole-child approaches, and wrap-around schools, and they often vary in their approach and services offered.

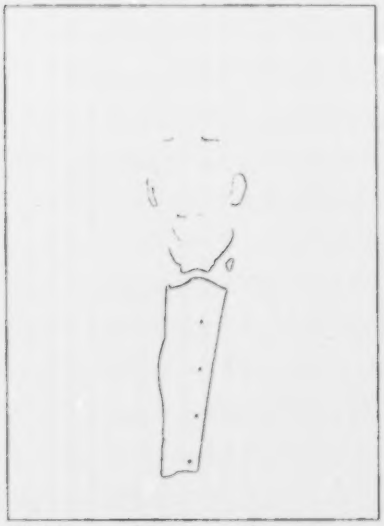
Full-service programs have been initiated in a number of states, and we are beginning to see gains in student achievement. However, we are still learning how to best implement these programs, the problems

continues on page 9

Teachers Honored for Creativity and Excellence

CEC was proud to participate in Disney's 2000 American Teacher Awards (ATA), which honors exemplary teachers. CEC served on the Selection Committee, which chose the 33 Honorees and the 10 category finalists for the awards.

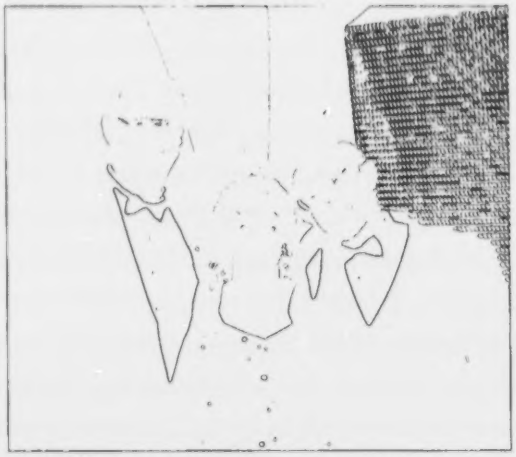
CEC applauds the work of Disney in creating this very special recognition program and extends its congratulations to these outstanding teachers and the excellent work they do.



Clark beams with happiness as he experiences a "once in a lifetime moment."

CEC is especially proud to recognize Ron Clark, the 2000 Disney Outstanding Teacher and the following special education 2000 Honorees: Joanna Gallagher, the Special Education Category Finalist; Douglas Jackson, Special Education Honoree; and Peter W. Riffle, Special Education Honoree.

Each year, the Disney Corporation recognizes 33 teachers who exemplify excellence and creativity in teaching. Three Disney Teacher Honorees are selected for each of the following categories: special education; elementary, primary (K-2); elementary, intermediate (3-6); the humanities, middle school; the humanities, high school; wellness and sports; the sciences, middle school; the sciences, high school; the arts; and team teaching. The Disney Corporation will accept nominations for the 2001 ATA awards in February and March of 2001.

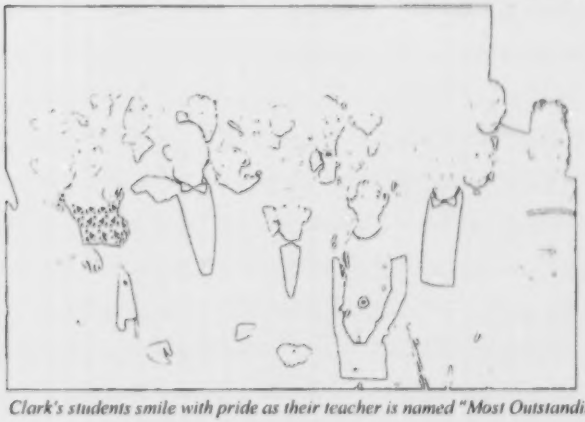


The 2000 Special Education Honorees. *Peter Riffle (left), Joanna Gallagher (center), and Douglas Jackson (right) join together as colleagues and friends after a week of professional development and fun.*

Selection Committee Participants

- American Association of School Administrators
- American Federation of Teachers
- Association for Supervision and Curriculum Development
- Council for American Private Education
- Council for Exceptional Children
- Council of Chief State School Officers
- Council of the Great City Schools
- Former Disney American Teacher Award Honorees
- The Galef Institute
- National Association of Elementary School Principals
- National Association of Secondary School Principals
- National Board for Professional Teaching Standards
- National Education Association
- National Middle School Association
- National PTA
- Project Zero, Harvard University Graduate School of Education
- The U.S. Department of Education
- Wellesley College

Riffle receives a heartfelt congratulations from Oprah Winfrey after the awards ceremony.



Clark's students smile with pride as their teacher is named "Most Outstanding."

CEC Today will bring you in-depth stories about these teachers and their programs in future issues. □

Why Your CEC Membership Is Valuable

Your CEC membership is one of the most valuable resources you have as a special education professional. As a CEC member, you have access to the information you need to grow professionally — and an opportunity to help shape the future of special education.

In addition, CEC offers you numerous benefits to help you manage your professional and personal life. Below are some of the many reasons why CECers remain members for years.

The Professional Advantage

▫ **Information**: CEC is the #1 source for comprehensive information on students with disabilities and/or gifts and talents. Three CEC publications, *Exceptional Children*, *TEACHING Exceptional Children*, and *CEC Today* are free with membership.

CEC members can also access CEC's extensive information services, which include the ERIC Clearinghouse on Disabilities and Gifted Education, CEC's own database (ECER), and the National Clearinghouse for Professions in Special Education (NCPSE).

▫ **Division Membership**: CEC's 17 divisions give members the latest trends, research findings, and practices in their area of specialization through publications, conferences, and networking.

▫ **Products and Publications**: CEC's resources range from products and publications for individual teachers, parents, and related service professionals to those for schools and school districts. All CEC products and publications undergo an extensive review process to ensure they are informative, practical, and easy to use.

▫ **Professional Liability Insurance:** CEC's professional liability insurance policy covers you individually against a broad range of exposures, whether the allegations are true or false. To learn about the program and cost or to enroll, call 888/232-7733.

▫ **Advocacy**: CEC works to ensure that children with exceptionalities receive educational opportunities and that special educators, related service professionals, and parents have the resources they need to work successfully with these children. CEC also provides advocacy training to help special educators influence policy in their schools, districts, states/provinces, and the federal government.

▫ **Professional Growth and Development**: CEC offers members numerous opportunities to improve their knowledge and skills. At CEC's Annual Convention & Expo — the largest special education gathering in the world — you can meet leading special educators, attend your choice of more than 600 sessions, and see the latest innovations in educational products.

▫ **Networking:** CEC unit activities and CEC conferences and conventions allow members to meet contacts, share resources, and advance their careers. Plus, CEC offers opportunities for members to exchange ideas through online discussion forums.

▫ **Member Discounts**: CEC members enjoy 35 percent discounts on CEC publications and professional development events.

General Benefits

▫ **Savings Plans**: CEC has many programs to help our members prepare for retirement, save for a child's education, or plan a vacation. A major credit card, CDs, money market accounts, and IRAs are available at rates that give CEC members a financial advantage.

▫ **Major Medical and Term Life Insurance**: CEC offers members a major medical plan of $2 million. CEC's term life insurance provides up to $750,000 in coverage at competitive group rates.

▫ **Rental Car Program**: CEC members can save on car rentals for that special vacation or convention.

▫ **Auto Insurance:** CEC members in most states are entitled to significant discounts on auto insurance. Features include nationwide, 24-hour claims handling, customized coverage, safety discounts, and more.

And there's much, much more. Take a few minutes now to browse through CEC's Web site at www.cec.sped.org to familiarize yourself with the many benefits available to you as a CEC member. □

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December/January 2001 Vol. 7 No. 5

CEC Today is published 10 times a year, Jan/Feb, March, April/May, June, July, Aug., Sept., Oct., Nov. and Dec., by The Council for Exceptional Children, 1110 N. Glebe Road, Suite 300, Arlington, VA 22201-5704. Telephone 800/224-6830, TTY 866/915-5000, lyndav@cec.sped.org, Web: www.cec.sped.org.

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Advocacy in Action

CEC Urges Congress to Uphold FY 2001 Education Increases

Though Congress recessed in early November, they later returned to pass important legislation that increased funding for education. CEC worked steadily during and after the recess to ensure that special education received appropriate funding. In fact, CEC staff met with key members of Congress and the White House continuously to let Congress know how important it was to pass the appropriations bill.

The final conference report for the FY 2001 Labor-HHS Education appropriations bill included an 18 percent enhancement for education over last year. This represents the largest annual increase in the history of the Department of Education. Special Education received $7.4 billion, which was a raise of $1.4 billion, or 23 percent, over last year. This special education increase represents a growth in the federal contribution from 13 percent to 15 percent in 2001. This is the highest level of funding in the history of IDEA and is a very important step towards achieving full funding for IDEA!!!!

In addition, CEC sent out a call for action to its Children and Youth Action Network (CAN) Coordinators across the country asking them and their networks to contact their Congressional members about the importance of passing an appropriations bill. As a result, more than 250 CEC members and others concerned about education funding used CEC's Legislative Action Center at http://congress.nw.dc.us/cek/congdir.html and urged their senators and representatives to pass the FY 2001 funding bill.

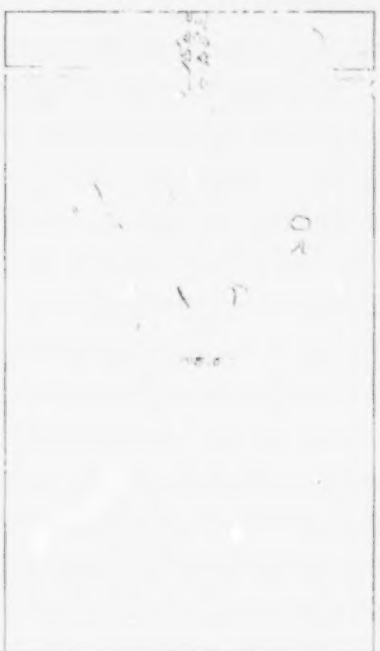
There can be little question this response to CEC's call for action played a big part in getting this important legislation passed.

For an update on the appropriations situation; please go to CEC's Web site at www.cec.sped.org.

Thank you to everyone who contacted his or her members of Congress on this urgent matter. Our CAN networks CAN make a difference!!!!!!□

Chicago Girl Wins IDEA 25th Anniversary Poster Contest

CEC was proud to participate in the IDEA 25th Anniversary Poster Contest, which was sponsored by the Consortium for Citizens with Disabilities (CCD). Congratulations to Ellen Winkler of Chicago!



Ellen Winkler, 11, is pictured with President Bill Clinton at the recent 25th Anniversary Celebration for IDEA. Winkler, from Chicago, was the winner of the 25th Anniversary of IDEA Poster Contest. Also pictured are (left to right) Libby Kuffner, National Association of School Psychologists; Beth Foley, CEC Public Policy Unit; and Linda Shepard, National Parent Network for Disabilities.

Call for Success Stories for CEC's Annual Budget Book

CEC's annual Budget Book, officially known as the *Federal Outlook for Exceptional Children*, is an education tool our members use with their Congressional members and staff from a variety of federal agencies. It is divided into two sections: the first provides an overview of the Individuals with Disabilities Education Act (IDEA) and the support programs, including both a legislative and fiscal history; and second, we provide an overview of the Javits Gifted and Talented Program. Woven throughout these sections are success stories and photos of students participating in special education, early intervention, and gifted education programs across the country.

One way to get an idea of the types of stories we use is to look at past issues of the Budget Book. You'll notice that the stories are relatively short (several paragraphs at most). They include the student's full name, age, city and state in which they live, and their school district. The stories show the benefits these students have received under IDEA or the Javits Gifted and Talented Students Act, regardless of their placement or services they have received.

In addition to a story, an accompanying photo of the student would be wonderful (Please obtain a photo release form signed by a parent if a photo is provided. Contact Jacki Bootel at jackib@cec.sped.org if you need a release form.)

We appreciate your help in obtaining these success stories, as we're finding they're an integral part of the Budget Book.

Please e-mail the stories to jackib@cec.sped.org, or mail them to: Jacki Bootel, Council for Exceptional Children, Suite 300, 1110 N. Glebe Rd., Arlington, VA 22201-5704, or fax the stories to 603/590-7162. □

A New CEC, *from page 1*

New Directions for CEC

These changes, including the Board of Director's newly adopted strategic goals, reflect CEC's renewed commitment to providing dynamic leadership for special education among our colleagues, in legislation, with the general public, and throughout the world.

As the recognized spokesperson for special education, CEC will provide timely and up-to-date information to the field, the public, and policy makers. Our goal is to help shape policy that will encourage advancements in special education practices and legislation.

Another way in which CEC is advancing special education is to uplift the profession in the public's eyes. Through our public relations efforts, CEC will make the work of our many exceptional special education teachers known. Our teachers and students achieve miracles every day. We need to let others know the outstanding results our teachers get, the progress our students make, and the very real difference we make in the lives of all.

CEC will continue to tackle issues, such as special education teaching conditions, that must be addressed if special education and services to students with exceptionalities are to continue to improve. CEC received wide publicity and many positive responses from our members on this issue in October when it released its study on special education teaching conditions, *Bright Futures for Students with Exceptionalities*. In the coming months, CEC will expand its work in this area by conducting a state-by-state survey on special education teacher caseloads, initiating legislative programs at state/provincial and federal levels to enact changes, and providing guidance to states/provinces on changes they can make to improve special education teaching conditions.

CEC also will further develop and implement a public policy action agenda that includes increased funding for special education. While we have made significant strides in this area in the past year, in the U.S. we are still far from achieving 40 percent federal funding for special education. In addition to striving to increase funding, CEC will recommend that additional funds be used to ease the special education paperwork burden through technology and training for special education teachers. Of course, CEC will continue to advocate for funding for special education support programs, early childhood, and gifted education.

Finally, through its new governance structure and strategic plan, CEC has dedicated itself to being more responsive to our members. Through the Representative Assembly, as well as enhanced communication mechanisms, CEC will learn of your professional concerns and address them as an organization. Our smaller Board of Directors will make it possible to decide on a course of action in a timely manner, thus increasing our success in making changes and swaying public and legislative opinion.

Thus, this is an exciting time to be a CEC member. The changes we have made in the way we look, the way we govern, and the new directions we have set reflect our primary goal — to improve the educational success of children with exceptionalities. Yes, we've made changes, but our foundation remains true to our vision for improved success for children with exceptionalities. We're glad you're a part of our tradition, which is steeped in commitment and belief, and are a part of our exciting, new future as we lead the way for special education.

Who We Are

As CEC embarks on its goal of better serving the field and our members, a key step is learning more about our members. As a result, this past spring CEC conducted a member survey. The survey showed that CEC members are dedicated, caring professionals who believe in keeping up in their field, care about advancing the profession, and believe continued advocacy for children and youth with exceptionalities is needed.

What Are Our Professional Qualifications and Where Do We Work?

CEC members are highly educated and highly qualified for their positions. Eighty percent of our members have a masters degree or more, and nearly 90 percent are fully certified or licensed. Overall, CEC members have an average of 17 years experience in special education or a related profession.

The majority of CEC members, almost 50 percent, are special education teachers. Fifteen percent are directors or supervisors of special education, and 9 percent are teacher educators.

Nearly half of our members work in a public school, about a quarter work in a local education agency, and just over 10 percent work at a college or university. The largest portion of CEC members work in elementary schools; and the smallest portion, less than 20 percent, work with infants, preschool, or early childhood. Almost 50 percent of CEC members serve students with learning disabilities.

The survey also shows that while our core members will remain members for life, that is not necessarily true of our newer and/or younger members. The reason? These individuals are not sure they will continue in their special education career.

Why We Belong

CEC members are loyal to CEC! The average length of CEC membership is 10 years. While three-fourths of our members belong to other associations, more than half say that CEC is their primary professional organization.

CEC members most value the up-to-date information the organization provides about special education and the field. Running a close second is the fact that our members support CEC's mission and values and its efforts to educate the public about special education and children with exceptionalities.

Continues on page 15

Are You Student Officer Material?

Student CEC is looking for a few good men and women. Show your leadership ability and run for an office on the International Student CEC Executive Committee! This is an excellent way to further your training as a leader in special education.

How is Student CEC Governed Internationally?

First, every state or province with an organized CEC federation or branch may form a parallel governance structure for its student CEC members. This student governance body is called an association. The association represents all student CEC members within its boundaries. It provides local student CEC chapters with opportunities to share ideas, grow and develop professionally, and collaborate with one another. The administrative body of the association is the state/province Student CEC Association Executive Committee. Among the committee's officers is the association student governor. Your state/province governor represents you at the annual meeting of the International Student CEC Board of Governors, April 18 - 19, 2001, in Kansas City.

The International Student CEC Board of Governors develops Student CEC goals and objectives for all student CEC members. These goals primarily are based on the knowledge, needs, and directives of the state/province associations. Your association governor speaks for your province/state. The administrative body of the governors is the International Student CEC Executive Committee.

The International Student CEC Executive Committee administers policies set by the Board of Governors and represents Student CFC at numerous CEC functions throughout the year. At their spring 2001 meeting in Kansas City, the governors will elect the committee officers for the year July 1, 2001, through June 30, 2002.

What Officer Positions Are Open for July 1, 2001-June 30, 2002?

The positions for the International Student CEC Executive Committee to be elected are: President elect (two year position, one year as president elect, one year as president); Vice President of Committees (one year position); Vice President of Programs (one year position); and Vice President of Communication (one year position). The Student Liaison from Canada is an appointed position by Canadian CEC.

Each position is described in the *2000-2001 Student Council for Exceptional Children Chapter Handbook: Guide for Student CEC Chapters*. See Section IV, The Student CEC Executive Committee.

As an officer, you carry out the specific responsibilities of your office, attend a summer planning meeting at CEC headquarters in Virginia, participate in the development of the Student CEC action plan, help plan Student CEC activities for the annual CEC convention, participate in the International Student CEC Executive Committee meeting at the annual convention, and write articles for Student CEC publications.

CEC covers normal business expenses incurred in fulfilling the duties of office, including travel, hotels, and meals for pre-approved meetings and activities.

How to Run for the International Student CEC Executive Committee

- Review the responsibilities and recommended qualifications for each of the executive committee positions.
- Complete the self-checklist for student CEC executive committee candidates in the Chapter Handbook, Section IV, page 13.
- Fill out the material requested for the 2001-2002 Petition for Candidacy on the Student CEC Executive Committee. (Chapter Handbook, Section IV-page 14.)
- Review what you have written and see if you have answered each question appropriately. Have someone review your petition before you mail it. Always do spell check and read your answers out loud so that you catch the word that, although it is spelled correctly, is the wrong word.
- Make sure your application is postmarked by Feb. 16, 2001. Mail it to: Coordinator of Student Activities, Council for Exceptional Children, 1110 Glebe Rd., Suite 300, Arlington, VA 22201-5704.

And yes, you should be at the Board of Governors meeting in Kansas City. If you are chosen as a nominee, you will be asked to address the board as part of the final selection process.

Good luck. We look forward to receiving your application. □

Plan Now To Attend the 2001 Convention & Expo!

You may be debating whether to come to Kansas City for the 2001 Student CEC Convention & Expo. Here's why you should.

You will have a great time. With swinging jazz, fantastic food, fascinating museums, and some of the best shopping anywhere, Kansas City is a great town with lots to do.

And, Kansas City is centrally located. It should be a reasonably easy commute for most people.

Of course you will need to make the trip educational. Attend one of the many sessions geared for new teachers like:

- "What Beginning Teachers Should Know About Working with Paraeducators"
- "Yikes! They Didn't Tell Me This Before I Did My Student Teaching!"
- "But What Do I Do About the Grown Ups? Some Hints for New Teachers."

You will gain a wealth of useful information from them all.

Plan to come early and stay late. Student CEC activities begin with the "College Bowl" Wednesday morning and conclude with the CEC Gala Saturday night. Don't miss a single minute.

Manitoba Publishes Special Education Review

The *Manitoba Special Education Review: Final Report*, released in January 1999, made recommendations to improve the efficiency of education and school based services for children who require special education. From April 1999 to March 2000, the Special Education Policy and Program Development Division performed research and prepared to implement the *Review's* recommendations. In April 2000, the Special Education Review Initiative (SERI) was formed to act on the recommendations. Since April 2000, major activities have included:

- Developing and sharing an action plan.
- Implementing a multifaceted communication strategy, including a brochure, conference, Web site, and consultation with stakeholder groups and individuals.
- Launching a searchable Internet Family Resource Site listing more than 400 organizations that support children with special needs.
- Establishing two development teams to create teacher support documents on fetal alcohol syndrome and behavior management (release date September 2001).
- Developing a statement of inclusion (under review).

The following actions are under development:

- A discussion paper to address the areas of policy, funding, and program review will be prepared for internal government use by January 2001.
- Nominations for a development team on special education assessment have been sent to superintendents. The team will begin in January 2001.
- An intersectoral committee will be established in January to develop recommendations to train teaching assistants.

For more information, contact John Van Walleghen, Manitoba Education and Training Programs' Division, 5-1577 Dublin Ave., Winnipeg, Manitoba R3E 3J5, 204/945-2392, jovanwalle@edu.gov.mb.ca. □

Diversity Group Meets

One of CEC's long standing goals has been to find ways to increase the participation of culturally and linguistically diverse groups in all of CEC's operations. To facilitate progress in this area, CEC's past president, Bill Bogdan, appointed a work group to look at the CEC publications process and develop guidelines to ensure recognition of culture and language as a legitimate content area within the special education knowledge base and to assist authors and editors in writing about culture and language issues.

The work group, chaired by Shernaz Garcia, University of Texas, Austin, and a DDEL past president, held its first meeting on Oct. 14, 2000, in Albuquerque, NM.

Other participants were Martha Thurlow, co-editor of *Exceptional Children;* Debby Voltz, associate editor of *Teaching Exceptional Children;* Bridgie Ford, editor of DDEL's *Multiple Voices;* Kayte Fearn, special assistant for diversity affairs; Isaura Barrerra, University of New Mexico; Judy Smith-Davis, president of DISES; and Cassandra Peters-Johnson, CEC's assistant executive director for professional development and CEC staff liaison to the work group. Esther Leung, University of Kentucky, was unable to attend.

Sponsor an International CEC Member

The Foundation for Exceptional Children (FEC) and CEC's Division of International Special Education and Services (DISES) invites you to help advance special education in other countries as well as engage in a lively exchange of information with our colleagues around the world by sponsoring an international CEC member.

Through this innovative program, international special educators, who often cannot afford CEC membership, will be able to receive our publications, participate in CEC discussion forums, and become active members of the special education international community. And you, as an individual or a CEC unit, will expand your horizons and knowledge about special education practices in ways never imagined.

Join us in this exciting program that promotes world-wide understanding and knowledge of students with exceptionalities and the practices that help them succeed. (Your sponsorship of an international member's dues is tax-deductible!)

How the Program Works

Candidates for sponsorship of dues may be identified in two ways:

- Individual CEC members, as well as divisions, federations, branches, subdivisions and chapters, may name their candidates when they make contributions.
- If members or units wish to be sponsors but cannot identify individuals in other countries, DISES will offer FEC information on eligible candidates. In this case, sponsors may request candidates in particular countries or professional interest areas (e.g., communication disorders, careers/transition, teacher education). CEC is in touch with many eligible individuals in countries where economies prohibit dues at the current rates.

Sponsored members may be professionals, paraeducators, parents, or advocates, including individuals with disabilities. Potential candidates are reviewed by a board established by DISES.

For more information, please contact Jacqueline Lewis-Tillman, 703/264-3505; fax 703/264-9494; jacquil@cec.sped.org. □

Division Focus

CASE

The Council of Administrators of Special Education

CASE, under the leadership of Professional Development Committee Chair Jim Chapple, held a very successful 11th Annual Conference in Williamsburg, Va., in November. Attendance was good and participants enjoyed the keynote address by Art Cernosia as well as a luncheon address by Cal Evans. During the same week, the CASE Executive Committee and the CASE Board of Directors held their winter meeting.

At the Board of Directors meeting, President Bev McCoun and Policy and Legislation Committee Chair Joe Ovick led members in a discussion of issues of concern to administrators and prioritized those areas they wish CASE to address in the coming year. Among the priorities identified were increasing federal funding for special education, securing federal funding for incentives to recruit and retain special education teachers and administrators, and reviewing and improving the legislative action process for CASE.

The Board of Directors also recommended some constitutional changes for CASE. These changes will be voted on at the annual membership meeting at the CEC convention in Kansas City in April. CASE members are alerted that the proposed changes will be carried in the January-February issue of *In CASE* and will also be available on the CASE Web site.

CEC-PD

The Pioneers Division

CEC-PD has seven subdivisions. If your state or province does not have a subdivision, contact Jean Hebeler, jh46@umail.umd.edu. If you have artifacts of CEC's history, contact Robert Abbott, P.O. Box 595, Waukegan, IL 60079-0595.

If you wish to honor a colleague or the memory of a deceased friend, consider a donation to the June Jordan "I Have a Dream Fund." Send your contributions to Andy Berg, Jr., P.O. Box 1074, Huntington Beach, CA 92647-1074, made payable to CEC-PD.

If you would like to submit a paper on some aspect of the history of CEC for possible presentation at the 2002 CEC convention, contact Linda Marsal, lmarsal@wavenet.net. If you would like to submit an article to the *Pioneer Press*, send it to Beverly Johns, bevjohns@juno.com.

CEDS

The Council for Educational Diagnostic Services

CEDS is pleased to announce a Call for Papers for its 2001 Annual Topical Conference, to be held in New Orleans, La., on Oct. 25-27, 2001. CEDS encourages proposals emphasizing cultural diversity, identification/ intervention for students with ADHD, emotional/behavioral disorders, learning disabilities, multiple disabilities, and/or giftedness. For more information regarding proposal guidelines, contact Sandra Latchford, 60 Surrey Crescent, Fredericton, New Brunswick, Canada, E3B 4L3; fax: 506/459-0216; e-mail: sandral@unb.ca. PROPOSAL DEADLINE: April 27, 2001.

Linda and Nick Elksnin have assumed the editorship of the CEDS journal, *Diagnostique*. They welcome manuscripts that center on practitioner-focused assessment procedures, as well as papers regarding published tests. Manuscripts that describe the relationship between assessment and instruction; innovative assessment strategies; diagnostic procedures; relationships between existing instruments; and review articles of assessment techniques, strategies, and instrumentation are particularly desirable.

Gerald Wallace, associate editor, welcomes submission of book and test reviews for consideration. For further information and to obtain author guidelines, contact the editors at diagnostique@citadel.edu or by going to www.cec.sped.org, clicking on Divisions, and following the path to CEDS.

Look for these special issues of *Diagnostique* in 2001: "Assessment Issues Related to Assistive Technology," guest editor: David L. Edyburn; "Assessment of Emotional and Behavioral Disorders," guest editors: Jennifer J. Jakubecy and James M. Kauffman; "High Stakes Assessment and Students with Disabilities," guest editor: Martha Thurlow; and "Assessment of Mental Retardation," guest editor: Daniel J. Reschly.

DCDT

The Division on Career Development and Transition

Join us for the 2001 DCDT conference, "Transition: Exploring New Frontiers," on October 11-13, 2001, in Denver, Colo. Topics include: Standards and Educational Reform, Assistive Technology, Interagency Partnerships, and many more! For more information, go to http:// www. ed. uiuc. edu/ SPED/ dcdt.

DISES

The Division of International Special Education and Services

Help our special education colleagues overseas become CEC members! The Foundation for Exceptional Children has established an International Sponsor Program, which enables CEC members and units to make tax-deductible contributions to support membership dues of individuals in countries outside the United States. Individual CEC members, as well as divisions, federations, branches, subdivisions, and chapters, may participate in this outreach program. To meet IRS requirements, a review board from DISES will recommend nominated candidates. To initiate a sponsorship, contact Jacqueline Lewis-Tillman, 703/264-3505; fax: 703/264-1637, e-mail: jacquil@cec.sped.org.

TED

The Teacher Education Division

"The New Millenium: Issues, Concerns, Solutions," TED's 23rd Annual Conference, was held at the Tropicana Hotel in Las Vegas, Nev. The opening session, featuring internationally known teacher educator John Visser, challenged us to realize, "The More You Label, the Less You Include." Lou Danielson of the U.S. Department of Education informed us of cutting edge information from the Office of Special Education Programs, and Shirley McBride presented a special session, "Putting Research, Policy, and Philosophy to Work: A New Vision of Teacher Training to Enable the Delivery of Quality Services in the New Millenium." A

very lively debate was conducted with representatives from the Fordham Foundation and the American Association of Colleges with a point-counter-point session examining the challenges colleges and universities with teacher education programs face.

TED awarded the Distinguished Service Award to Michael Hardman of the University of Utah. The award will be presented at the CEC Convention & Expo in Kansas City in April.

Full-Service Schools, *from page 1*

that must be overcome, and how extensive services must be if these programs are to result in greater gains for students.

Despite these questions, support for such schools appears to be growing. More professionals are seeing the need to integrate services if children are to succeed. Furthermore, due to the changing demographics of our children and youth — more children and families have multiple needs — full-service programs may be needed more now than ever before.

In fact, the federal government is also recognizing that adverse circumstances outside the classroom are affecting growing numbers of children with disabilities. It allows local education agencies to use up to 5 percent of their IDEA state grant funds to develop strategies to improve the access of eligible children and their families to comprehensive social, health, and education services that can help children succeed in school.

Two Models of Service Integration

One model of service integration, school-linked services, focuses on the school. In this model, which has been initiated in several states including California, Missouri, Utah, Kentucky, and New Jersey, the services and objectives are based on the schools' accountabilities and the educators' objectives, according to Hal A. Lawson, University of Albany, State University of New York, and Wayne Sailor, University of Kansas. The schools try to ensure that children receive the services they need so that they enter school ready and able to learn, states Lawson and Sailor in their paper, *Integrating Services, Collaborating, and Developing Connections with Schools.*

Other service integration initiatives, which are still in the early stages, focus on the needs of children, youth, families, and their local neighborhood communities, says Lawson and Sailor. These programs include "job and income supports, along with broader community economic and social development programs." Those models may also engender partnerships among private and public sector organizations and include provisions for changes in government agencies, Lawson and Sailor continue. Lawson and Sailor further contend that this broader view of services is necessary if we are to see substantial improvements in student performance.

The Benefits

Full-service schools can benefit both students and educators. A report by Joy Dryfoos, *Evaluation of Community Schools: Findings to Date, 2000*, describes effectiveness data on 49 community schools with references as recent as last spring. Dryfoos cautions that the quality of current research on full-service schools varies greatly and rigorous studies of complicated social settings are expensive and hard to do. Even so, she concludes, "there is a body of evidence that community schools are beginning to demonstrate positive effects on students, families, and communities."

First, full-services schools enable educators to ensure that students can easily get the services they need to succeed, whether it be physical and/or mental health care, family counseling, or job assistance for parents.

Some full-service schools reported better access to health and medical services than would have been available under more traditional education systems. Ann Hocutt, professor at the University of Miami, studied a program in Florida where the health care component worked well. The program served 800 students. It had three mental health counselors and offered individual and group therapy sessions to children in need of assistance. The children also got vision screening, dental care, and inoculations, Hocutt explains. In one telling incident, parents who spoke little English and couldn't decipher label directions brought head-lice medications to school. The school nurse gave shampoos and eliminated the problem.

"Wonderful things were done," Hocutt says.

Other full-service schools also have reported improved health care for students. The Des Moines public schools in

Mary Skrabusha, coordinator of the family support services team, and Ron Evans, team leader, at O'-Farrell Community School in San Diego, Ca.

Continued on page 11

TAKE IT FOR

Bank of America Grants: Bank of America Foundation has decentralized its grant decisions-making process, allowing local and regional bank officers, who know their communities best, to direct the use of the funds. Contact: www.bankofamerica.com/foundation or your local Bank of America branch.

Entrepreneurship Awareness and Education Grant Program: The Coleman Foundation and the U.S. Association for Small Business and Entrepreneurship are seeking applications for grants for innovative education about entrepreneurship. Eligibility: Universities, colleges, and community colleges. Deadline: March 15, 2001. Contact 608/262-9982 or www.usasbe.org.

Cruise Industry Charitable Foundation: This foundation supports local organizations that work to improve the quality of life in cities and towns where the cruise industry operates. Eligibility: U.S. nonprofit organizations such as public schools. Deadline: Letters of inquiry are accepted year round. Contact: 703/522-4667 or www.iccl.org.

Community-Based Abstinence Education Project Grants: The Health Resources and Services Administration's Maternal and Child Health Bureau is seeking applications for grants to provide abstinence education to adolescents. Eligibility: Public and private entities that clearly and consistently focus on abstinence education. Deadline: February 2, 2001. Contact: 301/443-3288, or www.access.gpo.gov/su_docs/fedreg/frcont00.html.

American Memory Fellows Program: The Library of Congress is sponsoring a summer institute in Washington, D.C., for teachers, librarians, and media specialists. Fellows will develop new curricula for grades 4-12 using the library's digitized primary source documents. Funds: Each fellow receives transportation and a $1200 stipend. Eligibility: Two person teams, one team member must work with grades 4-12. Deadline: February 26, 2001. Contact: 202/707-2562 or jgraves@loc.gov.

Give your Career a Boost — Attend the 2001 CEC Convention & Expo in Kansas City this Spring

Give your career a boost at special education's largest single event of the year — the 2001 Council for Exceptional Children's Convention & Expo, April 18-21, 2001, in Kansas City, Mo.

Hear keynote speaker Beverly Sills as she shares from her years of experience as the mother of two children with disabilities. A gifted artist and a great woman, the warmth, intelligence, and humor Sills brings to her audiences has earned her distinction as one of the world's most sought after speakers. She will warm you to tears with her touching stories one moment and bring you to tears with laughter the next as she shares personal stories.

Choose from Over 600 Sessions

- Learn how to **take care of your number one asset, yourself**, in "Self-Care for Special Educators."
- Discover **new technologies** for students and teachers by attending "Integrating Technology into the Literacy Process: The Fun and Painless Way," "Assisting Teachers with the Identification of Assistive Technology for Their Students," or "Creating a Framework for Building an Assistive Technology Resource Team."
- Explore **assessment** as a tool for instruction with "Help Students Show What They Know" or "Factors Related to Effectiveness of Test Accommodations for Students with Learning Disabilities."
- Find strategies to **manage behavior and prevent discipline problems** with sessions on "If You Expect It, Teach It: Creating Positive School Environments by Design" or "Practical Solutions for Classroom Discipline Problems."
- Discover new strategies and instructional tools for **teaching all students** in "Unique Activities for Primary Inclusion Classes: Classroom Activities Making Inclusion a Joy," or "GAMES, GAMES, GAMES: This Can't be Learning, We're Having Too Much Fun."
- Learn about effective practices for working with children with **gifts and talents** by attending "Over Excitabilities: Another Perspective on Attention Deficit Hyperactivity Disorder" or "Early Identification and Intervention for Twice Exceptional Children."
- Or, acquire **skills for a successful teaching experience**. Attend "But What Do I Do About the Grown Ups? Some Hints for New Teachers," "Putting the Home Back in Homework," or "Reduce Stress-Enjoy Teaching More."

Or, stroll through the **Exhibit Hall** and obtain the latest information about new effective and innovative teaching materials, resources, and technology products for early childhood through post-secondary grades. There are over 300 exhibitors to choose from.

The CEC Job Fair

Maybe you are ready for a career change. Stop by the Career Connections booth in the Exhibit Hall to meet with recruiters, have on-site interviews, or receive information about the Recruiters' Showcase! School district representatives from across the nation will be on hand to talk with you confidentially about opportunities in their area. CEC's Career Connections is the largest collection of job information for special education professionals anywhere.

And for Fun. . .

But don't forget about recess! Visitors to Kansas City are amazed at the diverse attractions they find in this midwestern treasure. Skyscrapers, swinging jazz, fantastic food, fascinating museums, and some of the best shopping anywhere are all part of Kansas City's charm.

Plan now to attend the 2001 CEC Convention & Expo. For more information, call 888/232-7733 or www.cec.sped.org. It may be the most important week of your life. □

General Educators Learn about Technologies that Help Students with Exceptionalities

CEC was one of several organizations that sponsored a workshop to introduce general educators to brain research and new technologies that will improve learning results for students with diverse learning needs. Representatives from 15 general education associations learned about the innovative "e-text" and how it can be used.

E-text, or universal design, makes it easier for teachers to individualize, differentiate, or personalize instruction. And, universal design allows students to learn and express their knowledge through their strongest modalities. Thus, through universal design, text may be presented orally, at a slower speed, or in simpler language! Plus, universal design teaching strategies seem to be appropriate for students, teachers, and parents with different backgrounds, learning styles, abilities, and disabilities in widely varied learning contexts.

Universal Design is based on a digitized curriculum combined with teachers who are versed in its strategies, methods, and tools. And, it is catching on! California and Texas are asking for or requiring universally designed resources from publishers for products to meet their states' standards for approved purchases.

Next Steps

Workshop participants were urged to turn their members into savvy technology purchasers and users. Attendees were also directed to Bobby, the no-cost Web accessibility tool. Bobby reports whether a current Web site allows or prevents people with disabilities from accessing information.

The National Center for Accessing the Curriculum held the workshop. □

Full Service Schools, *from page 9*

Iowa got 97 percent of all students immunized. Broad Acres Elementary School in Maryland reduced the percentage of families without health insurance from 38 percent to 10 percent.

Gains also have been made in improving children's mental health. In a draft report on special education in full-service schools for the Office of Special Education Programs, Cynthia Warger of Warger, Eavy, & Associates and CEC's Jane Burnette write that full-service schools with health clinics or mental health services on site had significant declines in rates of depression, fewer students considering suicide, declines in pregnancy rates, improved graduation rates, and lower absenteeism. For instance, 138 schools in California's Healthy Start program reported that students receiving services decreased drug use, and the Blenheim School in Missouri reported a 40 percent decrease in disruptive behavioral incidents. Additionally, 11 full-service programs reported reductions in rates of substance abuse, teen pregnancy, disruptive behavior in the classroom, or improvements in behavior in general. Six full-service programs reported lower violence rates and safer streets in their school neighborhoods.

What about academics? There, too, full-service schools have reported gains: 36 of the 49 programs reported academic gains, generally in reading and math test scores, and in 1999 Charles Drew Elementary School, West Philadelphia, showed more improvement on state reading and math tests than any other school in Pennsylvania.

Finally, some full-service schools also offer programs for parents that have helped them obtain jobs, as well as be better parents — two results that can have positive social and academic im-

Continued to page 15

EXTRA credit

Mental Health Resources: The UCLA School of Mental Health has added a links "map" to its Web site, giving visitors quick access to relevant information about mental health issues in schools. Contact: http://smhp.psych.ucla.edu. Click "Gateway."

School in Bed: Mount Vernon and Westbury (NY) School District students who are confined at home or in a hospital can now prepare for and take tests online thanks to SkillsTutor, a Maryland Web-based publisher. To see if this might work for your district, contact: 888/391-3245 or http://www.skillstutor.com.

Westinghouse Science and Technology Competition: Siemens Foundation competition is open to individuals and teams of high school students who develop independent research projects in the physical or biological sciences or mathematics. Top prize is a $100,000 scholarship. Contact: 212/258-4510 or http://www.siemens-foundation.org.

Visit a Museum, Library, or Take a Class Online: Fathom Knowledge Network Inc. is a unique interactive enterprise dedicated to the dissemination of knowledge. Over 12 different museums, libraries, or universities can be accessed through their Web site at http://www.fathom.com.

Research College Choices Online: HighWired.com is making College Pathfinder available on its Web site. With Pathfinder, a prospective student can find a school using the Princeton Review, prepare for the SAT, apply to schools, apply for financial aid, search for scholarships, research athletic information, and explore the social aspects of their chosen school. Contact: www.highwired.com/pathfinder.

Building Healthy Organizations: A Skills-Building Training: The Office of Minority Health is offering workshops in six major cities nationwide. Contact: 800/444-6472 or http://www.omhrc.gov.

Teaching Higher Order Thinking Skills Using Real-World Problem Solving

One of the "HOT" topics in education today is higher order thinking. So, just what are higher order thinking skills (HOTS)?

"It is more than having students work in groups or with manipulatives," said Bonnie Gossen, University of Oregon. "It is real-world problem solving, developing in students an ability to take the knowledge they have and apply it to solve real-world problems. Most of the time students have the knowledge; we have to show them how to apply it."

Build a Foundation

So, how do we teach students to use HOTS? Think of it as a building process. First you set the foundation, then you place one block firmly on top of the other until you have a strong building. In the same way, you set the foundation for HOTS by exposing students to the knowledge they need, then "bring the world into the classroom so students can see how that knowledge is applied," said Ted Hasselbring, University of Kentucky.

For example, to teach a social studies class about the American political process, you would have your students read about the American election process. Then you might lead them in a class discussion about what they read.

Next, have the students set up and run an election. This election might be confined to the classroom, or it might be school wide. If you're lucky, all will not go smoothly; there will be problems. Remember, we want students to use what they have learned to solve problems in a real-world situation!

Two key things you must keep in mind are to have the students apply what they have learned to solve problems in a real world situation and don't give them the solutions to the problems. Rather "guide" them to find the solution themselves. Too often teachers tend to tell or point out to students the answers rather than leading their students to find the answer themselves. For students to move from basic thinking into HOTS, they need to take the knowledge they have and apply it. They need to experience the thrill of discovery.

Another approach might be to watch the first part of a video or read a story that sets up a problem. Then, at a critical moment of decision, stop and have the students resolve the problem based on the information they have. Again, guide them with leading questions. If they get stuck, don't show them the answer.

Keep It Current

Remember, you are teaching students to solve real-world problems. Most real-world problems don't follow textbooks. You must be aware of teachable moments. To use our American political system example from earlier, the recent presidential election controversy was an excellent opportunity for teachers to have students use HOTS. Set up a court in your classroom, appoint lawyers, judges, juries, etc., and have the students decide how the election controversy should be handled.

Also, be alert to what's going on in your school, community, state, and the world. If something happens that presents an opportunity to address an issue, put your original lesson plans on "hold" and address the current issue. For example, if a student in your school is injured in an alcohol-related auto accident, use the opportunity to help your students see the dangers of drinking and driving.

Or, if some of your students express concern for someone in the community, or even in another country, who has recently experienced a tragedy of some sort, guide them to think of ways they could help. Teachable moments are precious and unplanned. Don't waste them.

Repetition: Do it Over and Over and Over

Repetition is also very important. Make many opportunities available for students to take the knowledge they have and apply it to real-world situations. Just because a student makes the correct connections in one situation does not mean he or she has totally grasped the concepts. Change the variables, and let your students try again and again so they can see how to apply the knowledge in a wide variety of situations.

But, don't bore them. It is important to practice, but don't drill your students to death. You have to keep it exciting, interesting, and applicable. "Drill and thrill,' not 'drill and kill," says Grossen.

Remember, medicine does more good in small, regular doses than trying to take it all in one giant dose. Success drives interest. Don't overwhelm your students with too much information or burn them out by over-drilling.

Also, give your students information in manageable chunks. And, drill them often for short periods of time over several days. The more they achieve, the more excited they become about what they are learning. When you hear a groan of disappointment when it is time to move on to something else, you are probably making real progress.

This is also where collaboration with other teachers can come in. To use our election example, it takes social studies skills to setup an election, it takes math skills to tabulate votes, it takes art skills to do posters to announce the election, and it takes shop skills to build ballot boxes. When you involve more than one subject area in your real-life applications, you help students de-compartmentalize their knowledge. They see how everything they are learning works together to accomplish a common task or solve a problem.

HOTS Is for Every Student

Some of you may be thinking, "this is fine for gifted students who are college

Continues on page 13

Higher Order Thinking, *from page 12*

bound, but I am just trying to give my students the skills they need to earn a living." Or, "But I teach lower elementary students." These students need to develop HOTS also.

Higher order learning is giving meaning to the knowledge and experience someone already has. Just as a scientist or doctor needs HOTS; the mechanic who repairs your car; the carpenter, plumber, or electrician who builds your house; and the farmer who grows your food all use HOTS everyday. It is vital that we teach all students to take the knowledge they have and apply it in their lives.

In the same way, it is important to help students develop HOTS at a young age. The younger a student begins using these kinds of skills, the longer they have to develop them before they graduate and enter "the real world." Conflict resolution, choosing teams at recess, how to get out of eating their spinach, these are real-world problems to a lower elementary student. If you guide them in discovering ways to deal with these kinds of problems now, they will be better prepared to solve bigger problems later.

The thing to remember is not to be so concerned with correctness that you fail to recognize and reward the thinking process. When that first grader hollows out the inside of his or her roll and hides the spinach inside, recognize his or her ingenuity and praise the student for it.

Or, when a student tries to put two unrelated concepts together to come up with an off-the-wall question, praise the thinking process that went into his or her question before answering it. For example, when a seven-year-old boy asked his teacher what makes an atomic bomb explode, she explained that everything is made of atoms and that when you split an atom it causes a big explosion. He paused a moment and asked, "Then why don't we explode when we cut our finger?" He was taking the information he had just been given, adding his past experience, and coming up with something that did not make sense in his mind. Had the teacher simply dismissed either question without praising the thinking that went into it, the teachable moment would have been lost.

What Does a HOT Classroom Look Like

There are six basic characteristics of classrooms that support HOTS:
(1) They are reflections of real-life situations and contexts.
(2) They show collaboration among teachers, disciplines, and students.
(3) They encourage curiosity, exploration, and investigation.
(4) They vest responsibility for learning in the learner.
(5) They view failure as a learning opportunity.
(6) They acknowledge effort, not just performance.

Find Help In Kansas City

This article has only scratched the surface. HOTS is a very complex and, in many ways, a very individualized subject.

While you are welcome to use anything in this article, it is important that you teach HOTS in a way that is natural for you. The whole idea is to teach students to apply the knowledge they have to solve real-world problems. The more comfortable you are teaching HOTS, the faster your students will show progress.

Consider attending to 2001 CEC Convention & Expo in Kansas City, Mo. April 18-21. This would be a great way to gain a better understanding of HOTS and many other education concepts.

How Do You Teach HOTS?

In many respects, you don't. Most students already have them. You serve as a guide to help them develop their skills. You lead students down the path of learning again and again and again until one day, they are leading you. Rather than giving your students the answers, you teach them how to find the answers. And after all, isn't that what education is really all about? □

It Seemed Like a Good Idea at the Time ...

I was teaching second grade at the Texas State School for the Deaf. One of my students, Georgia, was significantly deaf with partial hearing, but no one had ever told Georgia she was impaired. One day while signing to my class their assignment, I noticed that Georgia was engrossed in coloring something on her desk and not paying attention.

I walked up to her desk, tapped her on the arm, and signed, "Georgia, look at me when I talking to the class." She signed back, "I hear with my ears, not my eyes."

Stifling my laughter, I signed back, " Well look at me so you can hear me better."

--Jeanne Chase, via the Web

Send in Your Story

Teachers often have good ideas, but not all of them turn out as planned. Read fellow CEC members' stories on the Web, www.cec.sped.org, and send your anecdotes to

CEC Today Editor
1110 North Glebe Road
Suite 300
Arlington, Va. 22201

or lyndav@cec.sped.org

New CEC Contact Information!

The New CEC Address

Council for Exceptional Children

Suite 300

1110 N. Glebe Road

Arlington, VA 22201

New CEC Phone Numbers

800/224-6830

866/912-5000 (TTY)

703/715-8412 (FAX)

Congratulations to CEC Staff for Exceptional Service

30 YEARS OF SERVICE

Demos Georganas, Director of Management Information Systems, oversees CEC's computer system and keeps CEC up-to-date in the information age.

25 YEARS OF SERVICE

Doug Falke, Director of Operations, Print, and Production, provides quality service and contains costs for CEC.

15 YEARS OF SERVICE

Susan Simmons, Manager of the Department of Membership and Unit Development, is spearheading CEC's member outreach through virtual communities.

10 YEARS OF SERVICE

Karen Ulans, Senior Executive Assistant for Governance, provides critical support throughout changes in CEC's governance structure.

Anmarie Kallas, Senior Director of Conventions, Conferences, and Meetings Logistics, oversees CEC's successful convention programs and activities.

Barbara Sorenson, ERIC User Services Coordinator, serves as the lead to the AskERIC service, researches and disseminates information, and selects materials for the ERIC and ECER databases, among other responsibilities.

Jane Burnette, Publications Manager for the ERIC/OSEP Special Project, coordinates the work of field writers to produce a variety of informational material.

5 YEARS OF SERVICE

Sara Conlon, Special Assistant to the Executive Director, is the staff advisor for Student CEC.

Al Paschall of the Professions Clearinghouse oversees the Clearinghouse's Web site, ensuring it is current and user-friendly.

Judi DeCarme serves as the ERIC Processing Coordinator and keeps the ERIC database current and running smoothly.

Readers Respond to Mandatory State- and District-Wide Assessment, Medication Issues

Mandatory State- and District-Wide Assessment

I am writing you concerning the mandatory testing of special education students with special needs with the Missouri Assessment of Performance Test (MAP). There are many problems in administering the MAP Test to students with disabilities. These students have met the federal government's requirements under special education Law 94-142. In most cases, placement is based on the evidence, through testing, that their learning has been impaired by their disability. These students have been identified as working two or more grade levels below their peers.

It does not make sense to turn around and test these students with their "normal" peers, knowing they have been identified as working below grade level and are working on remediation in areas in which they are below grade level instead of taking classes with peers. Children with IQ's as low as 70 are required to take the MAP.

Why do we even write Individual Educational Plans for these students if we are going to test them at levels above the level at which they are working? As the father of a child with a learning disability, I feel he is being discriminated against. Will it take a law suit against the state to protect the rights of all special education students? We should test these students at their ability level where they are actually working.

Another problem with MAP testing is special education scores are put in with a whole class, which is unfair to general education teachers who are held accountable for the subject matter tested.

An additional problem is one class is being compared with another class. A teacher can teach math the same way year after year, and one class may score high and another low.

We need legislation introduced to amend Senate Bill 380.

My Recommendations

- MAP Test scores should not compare class against class.
- Allow special education students to be exempt from MAP testing when their IEP is written each year.
- Exempt special education students' scores from being recorded with their chronological class or grade.

Accountability could be maintained by annually testing these students with the same instrument, such as Woodcock Johnson Reading Test or Key Math to measure growth.

William Peak
Viburnum, Mo

Medication for Students with Emotional Disturbance

In response to a recent article by Patricia Dalton in "Speaking Out" in the October 2000 issue of *CEC Today*, I feel obliged to remedy an often committed omission when discussing ADHD. It is not unusual for CEC members (usually educators) to forget the third aspect of a disability. The first is social/emotional, the second is medical, and the third is life style factors that impact behavior.

The "Speaking Out" article addresses the medical (drug) issue and the overuse and underuse that rightly needs to be addressed. Yet, it's often more complicated than that. Furthermore, when seen in a more holistic way, you can find many natural treatment approaches to what has turned out to be a Ritalin deficiency disease.

As a former special education teacher and administrator, I urge CEC to look beyond the medical and psychological aspects of this troubling condition.

Milton Chaikin
Whitestone, NY

A New CEC, *from page 5*

Finally, all of our members consider CEC's primary roles, advocacy for children and youth with exceptionalities, delivery of programs and services, and advancing the profession, to be important.

To continue to meet our members' needs, CEC will be the primary resource for special education professional development, knowledge exchange, and support. Efforts are currently underway to enhance CEC products and to make the Web site fully interactive. □

Full Service Schools, *from page 11*

pacts for children.

For Teachers

The loose structure of full-service schools can offer educators freedom and flexibility.

"We have very few restrictions" on what a school can do, says Pat Rainey, a program administrator for the California Department of Education, "because the focus is on outcomes, not procedures. We look for whatever makes kids achieve in school."

For example, O'Farrell, a community school in San Diego, Calif., has no principal. (There is a CEO.)

"The teachers are the administrators," says Mary Skrabucha, coordinator of O'Farrell's Family Support Services team of professionals, including four social workers, all full-time, all on site. The school is divided into six "families," and students stay with a "family" and the same teachers for three years.

Murray, a member of O'Farrell's special education team, says it works. Full service "gives the teachers the opportunity to teach," she says. " They don't have to wear so many different hats —-social worker, mom. And we all work together," she comments, speaking of the teachers, paraprofessionals, service providers, and parents.

Plus, Murray says she has more flexibility than she had in traditional schools, and she's able to organize her day around "what the kids need."

Do They Work for Special Education?

Full-service schools can get services to students with disabilities quickly, even those who have multiple needs, and help prevent problems from escalating, according to Warger and Burnett in research cited in their report. Such programs:

- Can get services to special education students "in a natural and accessible setting — the neighborhood school."
- Can get mental health services to all students faster, reducing the wait time for students with special needs and reducing the need for more intensive services, including special education.
- Have the potential to "positively affect developmental outcomes for children living in high-risk situations."
- Helps prevent and reduce "escalation of problems."

However, multi-site studies of special education in Healthy Start schools present less rosy results. Problems appear to stem from failures in collaboration and reliance on the school-linked approach where more services are offered off site.

Also, Warger and Burnette report that studies published by SRI International from 1996 through 1998 showed that:

- Only 20 percent of the special education teachers surveyed were involved in the planning process for California school-linked and school-based services.
- On the average, only 33 students with disabilities used the Healthy Start services, although 80 percent of the teachers had referred students and families to the programs.
- Only 41 percent of special education teachers reported that full-service program staff took part in IEP meetings.
- Only 25 percent of the programs provided adequate feedback to special education teachers. Feedback tended to be informal and insufficient.

In conclusion, where coordination was good and special education teachers and students took full part in the programs, results also were good, with 90 percent of surveyed special education teachers saying that students with disabilities benefited from program access when it occurred.

The SRI researchers concluded that locating an integrated services program on school grounds is extremely important to special education students. Where that happened both teachers and students were better informed and more involved.

One of O'Farrell's team leaders, Tom Evans, keeps in contact with Family Support Services on a daily basis, he says. At his San Diego school, Healthy Start staff attend IEP meetings. Members of the two teams confer regularly, and "we try to figure out ways to be at each other's meetings," he explains.

"We can always do better, nobody's perfect, but I see communication as a key element," Evans says.

Problems in Full-Service Schools

The "working together" piece in full-service schools can be a real problem. In one Florida initiative studied by the University of Miami's Hocutt and Marjorie Montague, effective coordination of people and programs was missing, in part for lack of a full-time person to do it.

At the end of the program's first year, some teachers were not even aware of the program, she explains, while others thought it served the emotionally disturbed alone.The principal complained children were enrolled without parental approval. And the health care component was in financial trouble, struggling with Medicaid red tape and private-provider scrimping.

In contrast, Hocutt says, another Florida school effort did better with full service. In this case, the program was run by a professional coordinator and a multi-disciplinary Home School Services Team. The team tracked children with special needs, including special education students. Team members channeled families to "survival services" such as rent assistance or guided them to counseling.

However, as at the first Florida site, funding the health care component proved difficult. □

CALENDAR OF CEC events

february

February 7, 2001
Web-Based Workshop: Adapting Curricular Materials for the Inclusive Secondary Classroom. Contact: CEC, 1110 N. Glebe Rd., #300, Arlington, VA 22201, 800/775-7654, conteduc@cec.sped.org

February 9-10, 2001
CCBD Forum, "Comprehensive Programming for a Diverse Population of Children and Youth with Challenging Behaviors. Riviera Hotel and Casino, Las Vegas, NV. Contact: Lyndal Bullock, University of North Texas, PO Box 310860, Denton,TX 76203, 940/565-3583 (O), FAX 940/565-4055, e-mail: bullock@tac.coe.unt.edu

February 28-March 2
Michigan CEC Federation Annual Convention:"Focusing on the FACES of Education, Amway Grand Plaza Hotel, Grand Rapids, MI. Contact: Kathy Barker, Aquinas College, 616/459-8281 ext 5424, fax 616/732-4465, barkekat@aquinas.edu; or Gene Kyle, 517/651-6767, fax 517/651-9058, lakevictoria@voyager.net.

march

March 7, 2001
Telephone Seminar: Promising Practices for Reducing Disproportionate Representation in Special Education. Contact: CEC, 1110 N. Glebe Rd., #300, Arlington, VA 22201, 800/775-7654, conteduc@cec.sped.org.

april

April 17-22, 2001
CEC Annual Convention & Expo. Kansas City, MO. Contact: CEC, 1110 N. Glebe Rd, Suite 300, Arlington, VA 22201-5704-5704, 800/224-6830, e-mail: conteduc@cec.sped.org.

may

May 3-4, 2001
LCCE Regional Training, San Diego, CA. Contact: CEC, 1110 N. Glebe Rd., #300, 888/232-7733, conteduc@cec.sped.org.

june

June 22-24, 2001
CEC-Franklin Covey Workshop: 4 Roles of Leadership. Chicago, IL. Contact: CEC, 1110 N. Glebe Rd., Arlington, VA 22201, 888/232-7733, conteduc@cec.sped.org.

october

October 4-5, 2001
DLD Annual Conference, "Bridging the Gap Between Research and Practice." San Antonio, TX. Contact: Charles Hughes, Penn State University, 227 Cedar Building, University Park, PA 16802, 814/863-1699, FAX 814/863-1002, CAH14@psu.edu.

October 4-6, 2001
CCBD International Conference, 'International Conference on Programming for a Diverse Population of Children and Youth with Emotional/Behavioral Disorders." Atlanta Airport Hilton and Towers, Atlanta, GA. Contact: Lyndal Bullock, University of North Texas, PO Box 310860, Denton, TX 76203, 940/565-3583 (O), FAX 940/565-4055, e-mail: bullock@tac.coe.unt.edu.

October 11-13, 2001
2001 DCDT International Conference. Denver Marriott City Center Hotel, Denver, CO.

October 25-27, 2001
CEDS 2001 Topical Conference. Hotel Montelleone, New Orleans, LA. Contact: Sandra Latchford, 60 Surrey Crescent, Fredericton, NB E3B 4L3, Canada, 506/453-3515, FAX 506/453-4765, sandral@unb.ca.

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Vol. 7 No. 6
February 2001
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Convention Overview

Tues., April 17

Pre-convention Workshops

International Division Caucuses

Wed., April 18

General Session featuring Beverly Sills as Keynote

Thurs., April 19

Expo Grand Opening

Division Showcase Sessions

Fri., April 20

CEC and Yes I Can! Awards

Sat., April 21

Multicultural Summit

Teacher of the Year Luncheon

CEC Gala

For More Information...

Call 888/CEC-SPED or go to the Web, www.cec.sped.org.

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Find Answers to Your Questions at The 2001 CEC Convention & Expo

BY CAROLYN COSMOS

Flooded with facts and data? Stretched by change? Your days too short and your lists too long? CEC's 2001 convention in Kansas City can help, says Jacquelyn Alexander, program chair.

"We face almost incomprehensible amounts of information," she observes, adding that the convention program is designed to help you bring "order, clarity, and predictability" to your professional life.

You can select sessions that fit your preferred learning style, enhance your professional development, and make the most of your time. Choices include workshops, lectures, roundtables, demonstrations, posters, and hands-on labs and tours, as well as panel discussions that include divergent views.

And you can, of course, network: Renew old ties, greet good friends, or forge new links to your peers. It is, in short, enrichment — a way to enhance your professional and social networks simultaneously and do it in the short space of three or four days.

What's Happening?

The CEC convention, to be held in Kansas City, Mo., April 18-21, will offer you:

- More than 600 separate sessions;
- 20 pre-convention workshops on critical issues special educators face today; and
- 13 theme-linked session series or "strands" for in-depth exploration.

And, there will also be eight educational tours — site visits to innovative programs.

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Proactive Approaches to Help Students Control Their Anger

BY GREG M. ROMANECK

We live in an age when violence and anger can erupt at seemingly any time. The tragic events at Columbine High School and a host of other schools across the past few years give evidence to the horrible cost that out of control anger can exact. While these terrible scenarios are extreme in their results, they are but exaggerated examples of the daily issues related to anger control that plague our society.

It has become one of the realities of life that adults who work in schools will be called on to deal with children's anger. In our modern age, a growing number of students come to school from homes that fail to foster positive values. The effects of abuse, neglect, homelessness, poverty, and ignorance exert a powerful effect on the emotional health and well being of a growing number of students. For those more materially fortunate youngsters, our hurried society all too often short-changes them of the family-based nurturing and guidance that was available to previous generations. The end result can be outbursts of inappropriate behavior. For students with diagnosed and undiagnosed

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Mary Platner and TEACCH: A Winning Combination

BY CAROLYN COSMOS

Her commitment to her students and her program are boundless," says Joanne Phillips, speaking of Mary Platner, an Arizona dynamo who teaches children with autism. Platner has twice been the Arizona Federation Teacher of the Year, in 1994 and 1997, and Phillips is the Director of Pupil Services for the state's Scottsdale Unified School District. She is Platner's supervisor.

"Her creativity and willingness to share information" are astonishing, Phillips observes, joking that Platner's ability to locate resources is so finely honed "she could get a job with the FBI."

"I love developing strategies and materials, reading the research, thinking it through, then making it happen. I love doing hands-on things with the kids. I tend to be persistent, stubborn," Platner laughs, noting the trait serves her well in her chosen profession.

A Special Program for Children With Autism

Platner is known for defying any artificial limits on creativity, instructional methodology, or knowledge to help her students. Her quest for the best instructional technique for her students led her to the Treatment and Education of Autistic and Related Communication for Handicapped Children (TEACCH) program developed at the University of North Carolina in Chapel Hill (www.teacch.com/). While Platner and her team have structured their K - 2 grade classroom environment using a number of models, they primarily rely on TEACCH.

What is their TEACCH-ing space like? When you walk in, Platner explains, you enter a "visually structured classroom that appeals to the vast majority of persons with autism."

"Each student has his or her own personal schedule," one conveyed in whatever way works best for that child: It may be words. It may be photographs, or icons. It may be in black and white or in color, depending on "how much the child can handle visually."

Mary Platner and one of her students, Kyle Baker, share a special moment.

For example, a child may be given a vertical series of pictures that read top to bottom to mean "Go to your desk."

If a child can't handle words, "We'll give the kid a real object, for example, a ball that means, 'go to the playground.'" For another child, "we found a little plastic toilet to hand to him and a miniature backpack to indicate 'time to go home.'"

When a child is to go to Platner for instruction, "I'm the barn." She explains that the child needs to go to an area adorned with a large poster depicting a barn. A child might be handed a picture of a barn or a card with the word "barn" on it. The child then matches the card to the poster and gets there on his or her own steam.

Classroom locations and objects are color-coded for each student, so that one little boy, for example, has everything in green: His school cards, his work area, and his clipboard are either green or have something green mounted on them in Velcro; and his name is written on green duct tape. (Platner thinks this system could be adapted for adults with Alzheimer's disease.)

As children with autism become more comfortable in this highly visual and structured classroom, "their world begins to make sense," she explains, and because the program stresses their independence, they become more confident. And they start communicating, she observes. While some come to Platner speaking, many do not, but "they all leave speaking," she says.

Platner was the first Arizona instructor to use TEACCH, and initially teams of teachers went to the University of North Carolina for TEACCH training. However, the university program now "comes here to train," she explains.

Developed in the early '70s by Eric Schopler, the TEACCH program for children with autism and their families focuses on a highly individualized curriculum where "the person is the priority," according to its current director Gary Mesibov. It stresses the strengths of autistic children, such as visual skill, and uses "structured teaching" in a highly organized environment.

Lessons for All

This individualized approach to learning is a valuable model for all teaching, Platner says. Platner, who has taught children with widely varying needs, notes the key is "figuring out how kids learn: Are they tactile? Auditory? How do they best express what they know?"

Most instructors have a distinctive style, she observes, and many "strongly favor talking, "particularly in general education.

However, it's important with inclusion, she notes, to have both special and general education teachers alike analyzing their teaching styles, taking a critical look at what they do in a classroom, and trying to broaden their approaches.

Very simple adaptations can work, she notes, such as drawing pictures on the board, providing outlines for older students, or being flexible and creative in deciding what materials a student should hand in. □

Resource: Platner has compiled a resource directory for TEACCH classrooms. To request a copy, send her an e-mail at MSPlatner@aol.com.

Deadline for PRSE Granted Program Extended

The Council for Exceptional Children is pleased to provide you the opportunity to become a Professionally Recognized Special Educator (Granted). If you have the professional preparation and experience in special education teaching, special education administration, or educational diagnosis, then you may be eligible for the designation Professionally Recognized Special Educator (PRSE) and its benefits.

CEC established the PRSE program to enable special educators to demonstrate to their fellow professionals, employers, and the public that they meet the standards of their profession. By participating in the PRSE program, special educators are in a better position to ensure that the education they provide to children and their families is of the highest quality.

PRSE Status Benefits You

Those practitioners who meet the requirements for the PRSE will receive:

- A professional certificate acknowledging that they have met CEC standards for practice in special education.
- The right to add PRSE after their names on business cards, letters, applications, etc.
- Their names published in one of CEC's periodicals.
- A letter to their employer stating they have received the PRSE.
- A press release about the PRSE that they can send to their local newspaper stating that they have met the requirements.
- Their names in a directory of Professionally Recognized Special Educators.

PRSE Deadline Is Extended

The deadline for submission of applications for the Professionally Recognized Professional Educator Granted Certificate has been extended until June 30, 2001. Applicants will have until the middle of next year to demonstrate they meet the criteria for the granted certificate. The Granted PRSE is awarded based on applicant's experience, education, and state credential status.

Assessment Required for Future PRSE Status

Beginning July 1, 2001, only the Regular PRSE will be awarded. All successful applicants for the Regular PRSE will be required to take an assessment. (All those who hold the Granted PRSE will have until 2009 to successfully pass the assessment.)

CEC has been working with Educational Testing Service (ETS) as they revamp the PRAXIS II in special education. It is expected that the new PRAXIS II will align with the CEC standards and be used as the assessment for the PRSE in Special Education Teaching. Although ETS has completed development of the new PRAXIS II in special education, CEC has not completed a validation of the assessment to ensure its alignment with CEC standards. It is expected that this evaluation will be completed in the next few months.

CEC is still seeking a national assessment that is aligned with the CEC standards for Special Education Administrator and Educational Diagnostician.

For the PRSE application packet, contact CEC's Constituent Services Center at 888/232-7733 or service@cec.sped.org. □

For more information about the PRSE program, contact Margie Crutchfield at 703/264-9484 or margiec@cec.sped.org.

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February 2001 Vol. 7 No. 6

CEC Today is published 10 times a year, Jan/Feb, March, April/May, June, July, Aug., Sept., Oct., Nov. and Dec., by The Council for Exceptional Children, 1110 N. Glebe, Suite 300, Arlington, VA 22201-5704. Telephone 888/232-7733, TTY 703/264-9446, lyndav@cec.sped.org, Web: www.cec.sped.org.

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Advocacy in Action

The Public Policy Unit is offering two sessions at the 2001 Convention & Expo for anyone who wants to better understand what's happening in Washington and how they can influence local and national legislation.

What's Happening in Washington?

This session gives an annual update on activities in Washington, D.C. Presenters discuss the latest on efforts to increase funding for the Individuals with Disabilities Education Act (IDEA), IDEA reauthorization, Elementary/Secondary Education Act reauthorization, gifted legislation, juvenile justice, the Supreme Court decision on the Americans with Disabilities Act and other relevant court decisions, and other federal actions impacting students with disabilities.

Influencing Policymaking at a Grassroots Level

This hands-on session will provide tips and insight on how individuals can influence policymaking at federal, state, and local levels. Presenters will also provide information on CEC's new Legislative Action Center, a Web-based vehicle for finding facts and voting statistics on Congressional members and communicating with elected officials and their staff, as well as state and local press organizations. For more information, contact Jacki Bootel, 703/264-9437 or jackib@cec.sped.org.

CEC's New Legislative Action Center

CEC has launched a new interactive feature on its Web site that allows members direct and easy access to Congressional members and other federal agencies, information about important legislation, and links to local media outlets.

This free service will enhance CEC's political power by encouraging people in the special and gifted education fields to become more involved in the federal legislative process. With more people taking action, we will be better able to protect our students' civil rights, as well as expand laws that help students with exceptionalities, their families, and those involved in the education of these students.

CEC's online Legislative Action Center offers the following:

- **Guide to Congress**: Get information about all Congressional members, including photos, contact information, and committee appointments. Every committee and subcommittee is listed, searchable, and in printable format. All you need to do is type in your ZIP code.
- **Write to Congress**: E-mail Congressional members, the president, federal agencies, and other government officials by selecting pre-written (editable) messages, or you can write your own message.
- **Media Guide**: Send original and customized messages to journalists, radio hosts, and television commentators, locally and nationally.
- **Bill Status/Sponsor Track**: See a list of CEC's key legislation in Congress. You can track current bills and view a list of co-sponsors to see if your member(s) are supporting a bill that is important to you.
- **Vote Scorecard:** See how your members voted on key special and gifted education legislation.
- **Free Web Banner/Site Sticker**: Post a link to CEC's Action Center with a "Write to Congress" graphic right on YOUR Web site, so that your visitors can write to Congress from your home page.
- ***Congress Today***: Updated every day Congress is in session, *Congress Today* provides Congressional and committee schedules for both houses.

Check out CEC's Legislative Action Center by logging onto CEC's Web site at www.cec.sped.org and selecting the gold "Public Policy and Legislative Information" flag on the left side of CEC's home page. Or, click on http://capwiz.com/cek/home/. □

Convention, *from page 1*

You could, for example, visit Earthworks, five underground habitats for science exploration. Or you might try Sculpture Therapy in Action, clay therapy for anger management and emotional exploration.

Meanwhile, back at the convention, the CEC Expo will beckon with 300 plus exhibits of the latest teaching tools and resources. You will also find information about the latest teaching materials, resources, and professional development programs — and, of course, "hot tech." More than just a place to gaze and graze, it will provide plenty of hands-on learning, including labs and interactive demonstrations.

Theme Samplers

The 2001 CEC Convention & Expo offers sessions on the most important topics affecting you and your students today, such as discipline, inclusion, assessment, school reform, and more. See below for a sampling of the types of sessions you can attend:

Attention Deficit Hyperactivity Disorder

Raun Melmed, medical director of the Melmed Center in Phoenix, Ariz., will discuss new advances in the diagnosis and treatment of attention deficit hyperactivity disorder (ADHD).

"At CEC I will be looking at newer ways of understanding ADHD and what the implications of that might be for the classroom teacher," he explains, telling *CEC Today* that he will present an integration of novel approaches with more standard ones, addressing both pharmacological issues and intervention programs.

"As a developmental pediatrician, I believe in the integration of neurologic, emotional, educational, and biological issues," he explains, adding that he will also look at behaviors "that occur alongside, particularly autism, and how these disorders might overlap."

Autism

A pre-convention workshop on strate-

Continues on page 5

Convention, *from page 4*

gies for working with autism spectrum disorders will lead into an array of practical possibilities later in the week. There will be 16 different sessions on autism and related developmental disorders, including sessions on teaching play skills, creating an autism support team, teaching vocational choices, and using videos to enhance social skills.

Traumatic Brain Injury

"Traumatic brain injury or TBI is a fairly new disability area," says Bonnie Todis of Teaching Research, Inc. in Eugene, Ore. Todis is the leader of the convention's TBI strand.

"There's a perception that TBI is less prevalent than autism," says Todis. She emphasizes that, to the contrary, TBI is underidentified.

"I'm excited that CEC is focusing on TBI in a strand format," Todis says, noting that there will be other sessions on TBI offered at the convention as well. She hopes the focus will alert educators to the underidentification problem and help to sharpen skills.

Thirty thousand children a year in the United States are diagnosed as having problems associated with TBI, she explains. Most result from motor vehicle accidents, but some stem from abuse or other causes.

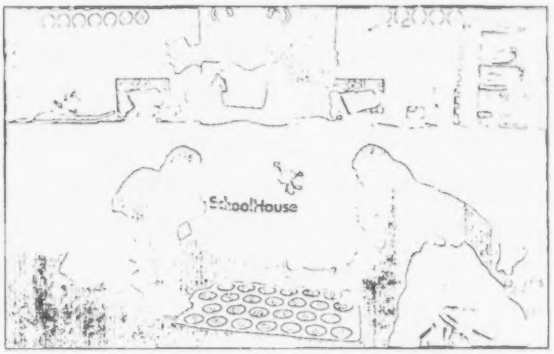
"It's important to understand that because you are dealing with something acquired, there's a lot of emotional baggage" for both parent and child, she explains.

Todis says her strand will offer a 2-hour session on strategies and interventions. One issue to be addressed will be the common problem of loss of friends, which can be devastating to a student and difficult for parents to observe.

The strand also will provide a national perspective on TBI through a presentation given by Susan Marsh, Department of Education's Office of Special Education Programs (OSEP).

Universal Design and the Learning Brain

Advanced imaging techniques such as PET scans can generate pictures of the brain engaged in a learning activity. Such techniques and current research are creating a new paradigm for teaching and learning, says Skip Stahl of CAST, Inc., in Peabody, Mass. This approach includes using new technologies to respond to individual learning differences and the multiple intelligences that Howard Gardner and others have defined.



CEC's Convention attendees try out some of the products in the Exhibit Hall. They like what they see!

Stahl and colleagues Joan McGuire and Sally Scott at the University of Connecticut will explore these developments in their strand on universal design. The four sessions will include an update on national policy and research issues, information about tools and techniques, and teaching strategies, Stahl explains.

Strand presenters will focus on diverse learners and show "how technology and use of digital media can transform what you can do in your classroom," Stahl says. The strand will cover universal design for learning and instruction for kindergarten through postsecondary education.

A CAST colleague will also conduct a pre-convention workshop in universal design. Titled "Concepts and Tools for Flexible Digital Learning Materials," it will offer information about tools and methods for using digital materials in the classroom, including ways such materials can be tailored to meet the unique needs of each student.

One-stop Shopping for Learning

As a convention attendee, you can sample, browse, graze, and explore a variety of topics. Or, if you prefer, you can take advantage of one or more specialized paths offered at the convention. The Universal Design strand and the related pre-convention workshop described above are one example. Here are some others:

Reading

You can start with a pre-convention workshop in beginning reading instruction. It includes research-based strategies and hands-on practice. You can then participate, if you wish, in the convention's Strand B on a related theme.

This strand deals with improving reading achievement among students with disabilities and those at-risk. Each session in the strand will target a particular age group from kindergarten through high school.

Transitions

A pre-convention workshop on transition-focused education will look at specific tools for planning, implementation, and evaluation.

You can move from that workshop into a convention session menu that offers you at least 14 different options on transition, including presentations on assistive technology users, on IDEA requirements, a look at activities that promote college success, a session on students with TBI in transition, a look at assessment issues, and a session on best practices for the transition of students with emotional disorders.

Urban Issues

The convention will also offer a strand on urban issues. It will tackle tough topics such as high-stakes assessment in urban schools.

Combining theory and practice, the strand's four sessions will focus on pol-

Continues on page 15

Student Activities Galore in Kansas City

The International CEC Convention & Expo takes place this year in the fine state of Missouri and features a host of activities and sessions just for students. Here are some highlights for you to uncover:

Sessions, Sessions, Sessions!

At the CEC Convention & Expo, you can attend sessions led by people your professors refer to, who write your textbooks, and who are the leading experts in your field of study! Learn from the best about inclusion, standards, assessment, multicultural education, learning disabilities, behavior disorders, low incidence disabilities, auditory processing, and more. Not only will you learn the most up-to-date information, you will also come away with a bag full of instructional strategies and techniques for your future students.

Plus, the following sessions were developed with new teachers in mind:

- ***Fasten Your Seatbelts Please: From Student Teaching to Flying Solo*** provides new teachers with strategies to smooth the transition from student teaching to having their own classroom. Topics covered include interviewing strategies; working with experienced educators, educational assistants, and parents; and organization.
- ***They Didn't Tell Me This Before I Did My Student Teaching*** gives hints and tidbits of information that will help you enter your first classroom confidently and get you off on the right foot with your lead teacher and your students.
- ***But What Do I Do about the Grown Ups? Some Hints for New Teachers*** will model and provide activities for participants to practice skills and strategies for collaboration with other teachers and effective case management.

Making Connections

Many people from a variety of disciplines attend this convention. From teachers to special educators to parents and psychologists, the CEC Convention gives you an opportunity to get to know peers from around the world that are interested in the same causes and share the same love of children and youth. Making these types of connections can help you find a job, assist you in research as well as general studies, give you insight into masters and doctorate programs across the country, and help you develop a strong network when you are working with children with exceptionalities.

CEC Expo

This special education exhibit features a variety of resources, services, and teaching materials covering pre-school to young adults. If you are searching for the latest book or trend, a way to communicate differently with children with exceptionalities, or tools to make your job a little easier, then this is a place to stop and shop. Vendors and experts are more than willing to help you find the type of things you just can't find anywhere else.

Career Connections

For students, this is one location you cannot afford to miss. Educators and school district representatives from across the country as well as selected international countries are here to answer questions, provide interviews, and help you get hired. If you are willing to re-locate or are unaware of what type of job services are available in your state, then look no further. Remember to bring copies of your resume, your portfolio, and a winning personality!

Fun and Games

Besides the wealth of information and networking to be done at the CEC Convention, there are also activities geared for students to make your time in Kansas City more relaxing, enjoyable, and fun.

American Student Night and Canadian Student Night

Come and participate in American and Canadian trivia, play some zany and outrageous games, and maybe even win a prize or two. These two events are organized by students. They are also a great way to get out and meet other students, have some fun, and learn about your peers in the States and across the border!

Student Dance

The student dance is a must! It is organized by SCEC to make students feel comfortable and connected at the convention. Best of all, it's a chance to dance, whoop it up, and have a great time. Plus, you never know what might happen! One year we had a marriage proposal at the dance, and who knows how many romances got their start here! Your $5 admission supports the Student CEC Awareness Scholarship Fund.

Remember that students are welcome at all events, including our Student Board of Governors meetings and the gala, which is the last evening of the convention. You too should be goin' to Kansas City! We'll see you there! □

For more information on any of the above or to find out more about the student portion of the convention, please check out the CEC Web site at www.cec.sped.org or cynthiascec@yahoo.com.

Student CEC Updates

Web Site

As many of you have noticed, the student CEC Web site has no new information. This is due to some minor complications in posting the site and keeping it updated. Please keep visiting the site as changes will be sorted out and fixed in the next few weeks. If you require any further information or are looking to write articles pertaining to students in *CEC Today*, please contact cynthiascec@yahoo.com.

Advisor Appreciation Day

Remember that Advisor Appreciation Day is March 1! How will your chapter or association show appreciation to the people that assist in making SCEC successful?

CEC's 2001 Convention Brings You Outstanding Sessions on Multicultural Education

To effectively teach students with disabilities from diverse backgrounds, you must know how these students learn, the knowledge they bring with them from their culture, and how they best interact with educators and peers. The following sessions, to be presented at CEC's 2001 International Convention & Expo, gives special educators skills in this very special area of exceptionality:

- ***Frameworks of Education: Perspectives of Asian Families and Head Start Staff*** describes Asian families' and Head Start staff's cultural perspective.
- ***Second Generation African American Families in Special Education: The Inside Story*** shares the stories of African American parents who received special education and now have a child in special education. This session also makes recommendations for families and teachers.
- ***Building Collaborative Relationships with Culturally Diverse Families of Children with Disabilities*** raises the awareness of professionals of cultural differences and helps them identify problem-solving strategies they can use to address these differences in positive and meaningful ways.
- ***Teacher and American Indian Perceptions of Participation in Early Childhood Education*** identifies converging themes shared by educators and American Indian parents. Important differences in perception are also identified.
- ***Understanding the Complexity of Disproportionate Representation: Insiders' Perceptions and Researchers' Observations*** discusses the role of instruction, referral, and evaluation in the over-representation of African American and Hispanic children in special education. The factors that contribute to children being perceived as disabled involve a complex weave of beliefs, policies, and practices.
- ***Creating Culturally Dynamic Classrooms for Culturally and Linguistically Diverse Exceptional Children*** focuses on effective approaches, strategies, and curriculum materials for culturally diverse students with exceptionalities, with an emphasis on Mexican American and Native American populations. Sample materials will be available.
- ***Strategies for Affirming Diversity and Promoting Equity in the Classroom*** identifies the critical features of multicultural education, learning activities to affirm diversity and promote equity in the classroom, and strategies to reduce the over-representation of minority groups in special education.
- ***Court Is in Session: The Education of African Americans on Trial*** gives participants a deeper insight into the issues and concerns that must be addressed for this section of our student population. □

Don't Miss CEC's 4th Annual Silent Auction!

Saturday, April 21, 5:00 p.m. Bidding begins at 6:00 p.m.
in the Count Basie Ballroom Foyer, Kansas City Marriott Downtown

Come and browse all the wonderful auction items and place bids for one (or more) of the many interesting, unique, scrumptious, or otherwise wonderful treasures!

All proceeds benefit The Foundation for Exceptional Children

Canada —

British Columbia Behavior Support Program a Success

Now in its fourth year of implementation, British Columbia's initiative to reduce behavior problems in schools is seeing positive results. Schools that have participated in the initiative are reporting reduced office referrals and an improved tone and school climate, according to a paper by Don Chapman and Cheryl Hofweber.

The British Columbia Council of Administrators (BC Case), which initiated the program, collaborated with the Ministry of Education and George Sugai at the University of Oregon to present a series of regional workshops, summer institutes, and conferences on school discipline and behavior support.

Facts that have become apparent through the Effective Behavior Support Program are:

- It takes 3-5 years for the Effective Behavior Support initiative to become fully operational in schools.
- Ongoing in-service and support are crucial to success. Efforts and structures must be designed to sustain the initiative over time, personnel turnover, and other changes in a school.
- Evaluating the initiative is important.
- The initiative needs to be "institutionalized" so that responsibility for ongoing professional development activities can be transferred to and sustained by existing organizations or institutions.
- The base of support for the initiative needs to be expanded to other organizations such as the Ministry of Education or Safe Schools Centre.
- Developing local expertise in Effective Behavior Support takes time.
- Implementing Effective Behavior Support in schools is positively affecting schools' tone, atmosphere, and culture.
- Roadblocks to implementing Effective Behavior Support are similar to those of any "change process" in schools.

Division Focus

CASE

The Council of Administrators of Special Education

CASE began the new year with an outstanding professional development activity for members. The annual CASE Institute for 2000 featured an examination of emerging issues in human resources. Speakers for the event were Kent Gerlach, Ann Haggart, Susan Craig, and Sally Pisarchick.

The next professional development activity will occur at the CEC Convention in Kansas City in April! CASE has selected over 20 speakers for presentations geared to administrators. The Showcase Session will be "What's Leadership Got to Do With It?" with Richard Villa. CASE is doing four sessions with other divisions. Of course, the week will also feature the annual Membership Breakfast and Meeting as well as the CASE Reception. Members are urged to check the CASE newsletter for details. At the annual meeting, members will consider a number of constitutional amendments, hear CASE election results, and honor their colleagues and CASE subdivisions who are award recipients.

Finally, plans are well underway for the 12th Annual CASE Conference, to be held in November in Irving, Calif. Watch the CASE newsletter and Web site for details!

CEDS

The Council for Educational Diagnostic Services

CEDS will sponsor more than two dozen sessions at the CEC 2001 Convention in Kansas City. These sessions examine various aspects of current issues, trends, and research in assessment. Some of the topics include functional assessment, ways to determine reading instruction methodology, test accommodations, portfolio assessment, data analysis, curriculum-based assessment, issues related to state-wide assessment, test stress, pre-referral strategies, multicultural and second language influences on assessment practices, vocational assessment, and ways to help students show what they know.

The CEDS Showcase Session will feature Karen Davis, whose presentation is titled "Manifestation Determination Evaluation Decisions: The Law, the Courts, and the Research."

Three-hour mini-workshops will include a presentation by Fred Schrank on the new Woodcock-Johnson III Achievement Test and a presentation by Lynnette Wright on developing extended curricular standards using the Kansas Model.

Be sure to check the convention program for the location of the CEDS Social, sponsored again this year by AGS. This gathering is one of the highlights of the conference and a great opportunity to interact with presenters, authors, and others interested in educational assessment.

DCDT

The Division on Career Development and Transition

Join DCDT for its 25th Anniversary Gala at the CEC Convention in Kansas City! On Thurs., April 19, we will honor Gary Clark of the University of Kansas for his contributions to DCDT. More information is available from the DCDT Web site. We also welcome everyone to our DCDT Social, to be held on Fri., April 20, following the business meeting at 6 p.m.

We have a number of excellent presentations at the CEC Convention. Our Invited Speaker is Ed O'Leary, who will present "Achieving Results: Meeting the Transition Services Requirements of IDEA '97." Our feature presentation is moderated by Charlotte Walker and Wynne Begun. It is entitled "Preparation: A Key to College Success" and features a panel of former students discussing strategies for successful transition to post-secondary education.

DEC

The Division for Early Childhood

The 16th Annual DEC International Early Childhood Conference on Children with Special Needs was a great success! It was held in Albuquerque, N.M., in December. Mark your calendar for next year: Dec. 2-5, 2001, in Boston, Mass.

The following people were honored with awards at the conference: Merle B. Karnes Award for Service to the Division, Susan Sandall and Patricia Snyder; DEC Service to the Field Award, Rebecca Fewell; Rose C. Engel Award for Excellence in Professional Practice, Amy Harris-Solomon; J. David Sexton Doctoral Student Award, Shelley Neilsen; and Kathleen W. McCartan Award, Denise Robinson.

At their December 2000 meeting in Albuquerque, N.M., the DEC Executive Board established the J. David Sexton Endowment in honor of David Sexton, past DEC President and DEC Research Committee Chair. Once the endowment is fully established, it will provide a cash award to the annual recipient of the J. David Sexton Doctoral Student award and will support DEC research activities. The DEC Executive Board is currently soliciting contributions to the endowment. Contributions can be made to the endowment by sending a check made out to DEC, noting that the contribution is for the Sexton endowment, Division for Early Childhood, 1380 Lawrence St., Suite 650, Denver, CO 80204.

Contributions are tax deductible. For more information, contact DEC by email, dec@ceo.cudenver.edu, or call 303/556-3328.

DISES

The Division of International Special Education and Services

Check out the DISES programs at the CEC Convention in Kansas City! DISES will host 15 sessions/posters on international topics. These include discussions of issues and services in Cuba, Taiwan, Colombia, Saudi Arabia, the United Kingdom, Hong Kong, China, and Pakistan, as well as multi-country comparative overviews and a showcase on implementing inclusive education in developing countries. DISES also invites any interested CEC member to attend our General Membership Business Meeting. Check the program for time and date.

TED

The Teacher Education Division

The TED Diversity Committee will sponsor a 1-day conference on "Teacher Preparation and the Implementation of Standards: Issues Involving Diversity" before the CEC Convention in Kansas City, Mo., from 8:00 a.m. - 2:00 p.m. on Wed., April 18, 2001. The conference is free and lunch will be provided for one representative from each

division or council. For registration information, contact Gloria D. Campbell-Whatley, 2101 Coliseum Blvd., 240C Neff Hall, College of Education, Indiana Purdue University, Fort Wayne, IN 46805, 219/481-5477.

Michael Hardman, University of Utah, will receive TED's Distinguished Service Award at the 2001 CEC Convention. TED's monograph, "Emerging Trends in the Preparation of Teachers," will be also be available at the convention.

TED continues to take proactive steps in influencing policy at the national level by contracting Jane West to serve as a consultant. Combining her efforts and work with HECSE, West will serve as a valuable voice for teacher education issues in Washington.

Anger, *from page 1*

emotional/behavioral disabilities, these outbursts may be triggered by seemingly non-existent causes.

Educators must help students realize that there are positive ways to cope with and express anger appropriately and learn anger control strategies. Failing to provide students, and in particular those with behavioral/emotional disabilities, with appropriate strategies for coping with anger leaves them to select avenues such as physical aggression, verbal abuse, or threats as potential outlets.

Self-assertion and Advocacy

Encouraging students to be reasonably self-assertive can help them develop a sense of competence. This sense of competence can, in turn, help build a student's self-esteem and thereby assist in defusing potentially anger-inducing situations.

First, students need to know what they need to succeed, both academically and in everyday social interactions. Special education teachers can start by helping students understand their IEP, their strengths, best and weakest learning modalities, and what accommodations they need to succeed.

Next, teachers should help students learn how to advocate for themselves in ways that result in positive outcomes in school. For example, teachers can role play with their students. Through such exercises, students can learn how to ask for accommodations they need, as well as how to react positively to a variety of different responses in various situations.

Share Power When Possible

Schools or classrooms that allow for student input into how they are run have a greater likelihood of reducing student anger before it erupts. Allow students to help make rules, develop procedures for enforcing rules, and mediate or help resolve problems between classmates. By allowing students to participate in rule development and enforcement, your students will more easily "buy in" to class rules and procedures because they have ownership in them.

Identify Problems and Reinforce Success

Educators should investigate and examine the school/class environment to identify and eliminate potential sources of anger or violence. Consider demographic or cultural differences that may be feeding outbursts, and make the appropriate changes in the class or your way of working with students.

Second, develop clear and definitive behavior expectations and then enforce them fairly and consistently. Publicly and frequently reinforce positive behavioral and learning accomplishments.

Remember, controlling anger is far more that a police action. By catching students in the act of modeling appropriate self-control, then reinforcing them, we utilize the most basic and essential behavioral principles.

However, teachers must not wait until a student reaches perfection before rewarding him or her for anger control. Students must be rewarded as they master each step. Thus, even if a violent student loses his or her temper verbally, a teacher should praise the student for not throwing a chair across the room as would have happened in the past. Then, the teacher and student should talk about ways the student could have reacted instead of using verbal abuse.

Use Effective Listening Skills

Take the time to talk to students about their problems and attitudes toward a negative situation. Listening to your students can help them develop a sense of personal efficacy, responsibility, and worth in a caring but structured environment.

Model sincere compassion and concern for you students despite what they have done. Demonstrating that certain actions cannot be tolerated and have consequences but that these results do not include personal rejection of the student involved can be effective.

Provide Opportunities for Movement Breaks and Motor Outlets

Many students with anger control issues have a hard time sitting still in classrooms. Therefore, build movement breaks or gross motor outlets into the school or class schedule. Occupational therapists have found an increasing need for movement breaks for students with autism and/or sensory defensiveness. Therefore, the absence of such movement opportunities can result in aggressive or acting out behaviors due to sensory overload or a buildup of emotional and physical energy.

Provide Positive Alternatives

Since anger is a reality for all of us, it is important to realize that students will lose their tempers over things that are both understandable and mysterious. Therefore, teach your students strategies that will limit, control, or divert angry impulses. Skills such as relaxation responses, breath counting, appropriate venting techniques, ignoring, or providing corrective feedback are skills that can be learned.

Also, work with your students at their own developmental level to identify, teach, model, evaluate, and practice specific socially acceptable approaches to coping with anger.

Continues on page 13

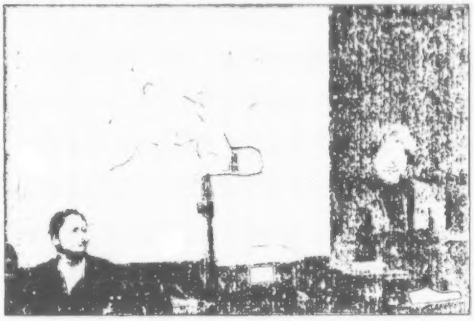
Special Events to Celebrate and Learn from CEC's Teachers of the Year

Attendees of CEC's Annual Convention & Expo in Kansas City, Mo., are sure to be inspired when they learn about the exceptional work of CEC's Teachers of the Year at two dynamic events, the Teacher of the Year Luncheon and the Teacher-to-Teacher Swap & Share. Both will be held on Sat., April 21.

Teacher-to-Teacher Swap & Share

Begin the day with the Teacher-to-Teacher Swap & Share, and expand your arsenal of teaching tools with award-winning lesson plans. Some of CEC's best teachers will present their most innovative and effective lessons with demonstrations, handouts, and other information you can use when you return to your classroom.

Join us for the Teacher-to-Teacher Swap & Share — it's the place to be to learn from the best!



CEC Teachers of the Year share exciting lesson plans with convention attendees. Student involvement is a primary goal of their lesson plans.

Teacher of the Year Luncheon

Then, "do lunch" with CEC's 2001 Teachers of the Year at the fourth annual Teacher of the Year Luncheon, from 11:30 a.m. to 1:15 p.m., April 21.

The luncheon offers a wonderful opportunity to celebrate the exceptional work of CEC's honored special education teachers. The luncheon will feature an inspirational address by Alexa Pochowski, the Kansas state director of special education. Plus, you'll enjoy a delectable meal and see your federation teacher of the year receive a special award.

Former CEC President Bill Bogdan gives CEC's 2000 Clarissa Hug Teacher of the Year Nancy Barnett a big hug in celebration of her work and her success.

Don't miss this chance to get to know CEC's Teachers of the Year personally as well as professionally. Order your tickets now by calling 888/232-7733 or checking "Teacher of the Year Luncheon" on your convention registration form (page 14). Tickets are $30.00 per person.

The following teachers have been selected as CEC's federation and division teachers of the year and will be honored at the luncheon (as of press time):

- **Karen Voytecki,** Clarissa Hug Teacher of the Year (Florida Federation).
- **Esther J. Bailey,** Kentucky Federation.
- **Diane Ellis,** Nebraska Federation.
- **Joan Schuller,** Utah Federation.
- **Linda Key,** Mississippi Federation.
- **Deborah J. Johnson,** Illinois Federation.
- **Diana Carter,** Kansas Federation. □

Don't forget to celebrate the achievements of our exceptional children and youth and outstanding special educators at the

CEC Awards Ceremony

Friday, April 20

1:30 p.m. to 2:30 p.m.

Principal's Guide to Special Education

In March, CEC will publish its *Principal's Guide to Special Education* by David Bateman and Fred Bateman. This *Guide* will be an invaluable resource for school and district-level administrators and teachers who want to assist administrators in expanding their knowledge of special education issues.

The guide covers virtually everything principals need to know about special education and their role in its implementation, including

The legal foundations of the IEP

Inclusion

Assessment

Accommodations

Due process

Discipline

and many other important issues. The *Guide* also addresses the challenges facing students and teachers, as well as principals.

This resource is one that you'll want to keep in easy reach on your desk — or that you'll want your principal to keep in easy reach! As soon as the book is available, we'll announce it on the CEC Web site.

It will be available at $39.95 for members and $49.95 for non-members.

Excitement and Fun Await CEC Convention Goers in the Expo Hall

The CEC Convention & Expo is always anything but boring. But the lineup of exhibitors for 2001 looks to be the most exciting one yet.

Make Your IEPs Incredibly Easy to Prepare

Today's special education teacher has to deal with staggering amounts of paper work. But help is as close as the CEC Expo.

Chalkware, Learning Tools, eSped-.com, Ewing Solutions, and Horizon are just a few of the many education technology companies who will demonstrate their latest, cutting-edge software at the 2001 CEC Convention & Expo. How cutting-edge is it? Several companies will introduce new products at the Expo. These products, never before available to the public, can significantly reduce the time you spend on paperwork.

Whether you are a classroom teacher, administrator, or support staff, the IEP software by these companies can make your job a lot easier. And, these are not "one-size-fits-all" IEPs. Each company offers a wide range of software that will help you customize each student's IEP to make it truly individualized. Whatever your role in the IEP process, this software can reduce your preparation time by as much as 75 percent.

To preview what each company has to offer, check out their respective Web sites:

- Chalkware: www.iepware.com
- Learning Tools: course.goalviews-.com
- eSped.com: www.esped.com
- Ewing Solutions: www.quickwriter.com
- Horizon: www.excent.com

Let The Celebration Begin

"Dynamic! Exciting! Fantastic!" These are some of the reactions The Learning Station has received at conventions and workshops nationwide. The Learning Station packs every presentation with fresh ways to teach old concepts. You will leave with creative new circle games, curriculum activities, music, and movement. But that's not all! They also fill each presentation with:

- Techniques for classroom management by helping children stay on task, promoting positive behavior, and improving listening skills.
- A program to help children deal with conflicts by building life-skills and positive self-esteem.
- Theme planning activities that promote learning in all development areas.
- A multicultural and non-sexist learning approach that celebrates childhood.
- Individualized planning for cognitive, motor, self-help, social, early math, language, and literacy skills.

Be sure to check your convention program for show times. For a preview of this exciting group, check out their Web site at www.learningstationmusic.com.

Warm and Furry

If you prefer your exhibitor to be warm and furry, check out Canine Companions for Independence (CCI). CCI pioneered the concept of training dogs to assist individuals with disabilities. Imagine a student who cannot reach a light switch, pick up his or her books when dropped, or open a door. Canine companions can do all that and more for individuals with disabilities.

Canine Companions are usually paired with educators, rehabilitation professionals, or caregivers. Professionals use these remarkable dogs to improve the mental, physical, or emotional health of those in their care. Teachers use the dogs to reinforce learning. For example, some special education teachers have had their students read to a canine companion. Also, students with emotional disturbance have been able to relate to dogs when they could not relate to people. This often groundbreaking first step has brought them closer to learning how to interact positively with others.The dogs are also used to provide rewards and motivation in an educational setting, break the monotony of physical therapy exercises, and much more.

Perhaps the greatest value of a canine companion is the unconditional love and attention the dog gives to everyone around them. For a person struggling with a disability, the mere presence of a friendly, safe, clean dog can be an uplifting experience. Check out www.caninecompanions.org online, and then come meet one in the Exhibit Hall.

New Math Program for Students with Disabilities

Saxon Publishers plans to launch its newest edition of its Adaptations for Special Populations series at the 2001 CEC Convention & Expo. This series supports Saxon's middle grade mathematics program, Math 54-Math 87. The adaptations provide modifications and instructional supports that allow students with learning differences to keep pace with their peers while studying a standard curriculum. This success-oriented program supports students performing at grades 4-8, regardless of their classroom placement.

And Much More

These are just eight of the more than 300 exhibitors available for you at the CEC Convention Expo. You'll find resources for every subject, the latest educational and assistive technology, materials to assist with functional behavior assessments, and many other topics you will teach or work with in the coming years.

Plus, you'll find classes and demonstrations on using the Web, locating educational resources on the Web, and accessing the ERIC database online.

Plan now to stop by the CEC Convention Expo. Whether you're a teacher, administrator, or higher education professional, you'll find just what you need. □

Homework: Is it Worth the Effort?

BY LISA HABEDANK STEWART
AND JILL ROPER

It's no wonder that many teachers have mixed feelings about the importance and value of homework. Attitudes toward homework have fluctuated over the past decades. At times homework has been perceived as a beneficial, necessary tool. At other times, homework has been viewed as unhelpful or even counterproductive. Homework can be frustrating for students and sometimes leads to conflict at home or school.

Research indicates that "good" homework includes a clear purpose, concise directions, and timely student feedback as well as a high percentage of student work completion and accuracy. However, little research exists on the effects of homework, even "good" homework, for students in special education. How can a special education teacher know whether or how to assign homework?

Know Why You Assign Homework

One way to answer this question is to think about homework as an opportunity to further individualize a student's education. Under this model, what is assigned depends on what needs the student has and what aspect of instruction could use an outside "boost" for the student. Knowing WHY you are assigning homework then allows you to individualize the type of homework and determine what homework to give.

Practice Homework

You may want the student to practice and maintain skills already taught in the classroom and build confidence. After ensuring the student can work independently on a skill, you would assign homework that allows the student to practice that skill on a variety of problems or stories. Practice homework is the most common type of homework and usually involves worksheets with similar types of problems, chapter review, or study guide questions to be completed AFTER the class has covered the material.

Preparation Homework

What if you want to prepare the student for upcoming lessons by previewing material at home before it is taught? With help from a parent, sibling or tutor — or on their own if they have the skills — students can preview material such as vocabulary, charts, graphs, main themes, etc. ahead of time to "prime" or prepare them for class instruction or discussion. Preparation homework can improve student success when covering new material in general or special education classes and increase motivation.

Extension and Creative Homework

Perhaps you want the student to apply concepts learned in school to "real life" examples, so you have the student gather information from a family member, or you want the student to integrate reading, writing, and art skills to create a poster for a health class. Extension homework provides not only a link between home and school but also opportunities to discuss differences in students' backgrounds. Creativity homework provides challenge and the opportunity to practice generalizing skills to different areas or classes.

Make Homework a Tool

As a teacher, having a clear idea of why you are assigning homework, and therefore what type(s) of homework may be appropriate, should help in three ways. It will help you: 1) modify, develop, or choose the actual homework materials because you will have a focus, 2) explain the purpose of the homework to the student (and parent), and 3) develop a way to evaluate whether the homework is benefiting the student. In other words, it will help you decide how to implement and evaluate the homework itself.

Here is an example. Erica is a 3rd grader receiving pull-out reading instruction. She was struggling with the reading vocabulary, was discouraged, lacked confidence, and told her mother she always completed her reading homework in school even though this was not true. Erica's reading homework involved completing worksheets related to the lesson (practice homework). Her accuracy on homework and tests was very inconsistent. Although several instructional changes were considered, Erica's mother and her special education teacher decided they wanted to switch to preparation homework to try to improve Erica's confidence in learning new material and overall reading performance. Erica's mother also wanted consistency in knowing when Erica had homework.

A schedule was developed where Erica previewed the next week's story every weekend with her mom or grandmother. The adult would read the story out loud and then work with Erica to make vocabulary flashcards. She was no longer expected to bring unfinished seatwork home and was "graded" on her work in class and the flashcards. Erica and her teacher set a goal for the next six weeks of more than 85 percent correct on reading test scores and seatwork, consistency in turning in flashcards, and increased volunteering in class.

In this example, the most important aspect of the homework was not just getting Erica to "do" it. The key was to use homework as a positive, proactive tool to address Erica's educational needs. Although it was impossible to know ahead of time whether the new homework system would help her learn, there was a way to decide if the homework helped Erica reach her goals. And, most importantly, Erica, her teacher, and her family all knew the purpose and structure of her homework. □

Lisa Habedank Stewart is an assistant professor at Minnesota State University, Moorhead, Moorhead, MN.

Jill Rope is an intern in the School Psychology. She is interning at Blue Earth Area Schools, Blue Earth, MN.

Anger, *from page 9*

Emphasize Cooperative Ventures

Establish cooperative goal structures in classrooms, schools, and homes by stressing collaboration and concern. If you wish to help create an atmosphere wherein students are better able to cope with anger, it is essential to utilize learning strategies that emphasize cooperation, sharing, peer support, and compassion enhancement. By stressing collaboration and cooperation, educators create an atmosphere in which their students can practice pro-social skills.

It is also important to stress connection to a family system and a cooperative atmosphere in school. Unless some form of partnership with a student's family is developed, the gains they may achieve in school are unlikely to carry over to other environments. Reach out to parents and establish at least a minimum level of cooperation if possible.

Teach Problem-solving Strategies

Whatever your students' ages, include some specific curricular approach to problem-solving. Through a developmentally appropriate approach to teaching problem-solving skills, we provide students with the raw materials and tools necessary to control their actions. Teaching students the steps to problem-solving: identifying the problem, brainstorming solutions, determining the best solution given the information he or she has, implementing the solution, and evaluating the solution — and practicing it in non-threatening situations — gives students strategies they can use when conflict situations occur.

An effective teacher would never consider testing students on curriculum not yet taught. In the same manner, it is unreasonable to expect students with anger control issues to be able to demonstrate growth unless they have received specific instruction.

By taking a pro-active approach to anger control, educators can help their students become more effective in school, in their relationships with their families, and in their interactions in the community.

If at least one student deals appropriately with his or her anger instead of delving into the extremes of violence because we reflected upon the issues of anger and concomitant violence that plague our schools, then that is time well spent. □

Special Moments in Special Ed

My staff and I worked for most of the year to help Ria learn to ask for a "pill" in sign, before she exhibited aggressive behavior. Soon she was an old pro and was asking before we even noticed the symptoms of an impending episode. Near the end of the year, a classmate of Ria's became aggressive towards me; and after several unsuccessful attempts to redirect I needed to restrain him so neither of us would be hurt. As he cooled off and I slowly talked him out of the restraint position, Ria approached. She put a hand on my shoulder and rubbed my back. Then she leaned over towards where the classmate was sitting and giving him a questioning look signed, "pill."

--LKF, Illinois, via e-mail

Send in Your Story

Teachers often have good ideas, but not all of them turn out as planned, or your students touch you in a special way. Read fellow CEC members' stories on the Web, www.cec.sped.org, and send your anecdotes to

CEC Today Editor
1110 North Glebe Road
Suite 300
Arlington, Va. 22201

or lyndav@cec.sped.org

Registration Rates

Rates increase after March 16, 2001

	Convention* April 19-21, 2001		Pre-convention Workshops*** #1-17 April 18, 2001		Folio Writers Workshop #18 April 18, 2001		Public Policy Workshop #19 April 18, 2001 9 a.m.-noon		Brain Research Workshop #20 April 18, 2001 1:00-4:00 p.m.	
CEC Member Type	Preregistration	After 3/16	Preregistration	After 3/16	Preregistration	After 3/16	Preregistration	After 3/16	Preregistration	After 3/16
Member	$199	$249	$130	$155	$250	$275	$65	$80	$65	$80
Nonmember	$259	$309	$165	$190	$400	$425	$85	$100	$85	$100
New Member	$279**	$329	$130	$155	$250	$275	$65	$80	$65	$80
Student Member	$109	$159	$100	$125	—	—	$50	$65	$50	$65
Student Nonmem-	$139	$189	$120	$145	—	—	$60	$75	$60	$75
Life/Ret/Assoc.	$109	$159	$100	$125	$150	$175	$50	$65	$50	$65

2001 CEC Annual Convention Registration Form

POSTMARK DEADLINE: MARCH 16, 2001

Confirmation letters will be sent 15 business days after receipt of full payment.

CANCELLATIONS/REFUNDS: If you need to cancel your registration, return all documents (including your badge, tickets, etc.) **postmarked no later than April 18, 2001** to: CEC 2001 Convention, 1110 North Glebe Road, Suite 300, Arlington, VA 22201-5704.

A $40 cancellation fee will be deducted from refund checks.

Please note: Special event tickets are *not* refundable.

RETURNED CHECKS: A $25 fee will be applied on all returned checks. Thank you.

Please type or print the information requested below. Your badge and confirmation information will be taken directly from this form. Please fill in all items completely.

If CEC Member, please provide CEC ID Number _____

First name Last name

Badge Name

Position and School District or Organization

Address

City State/Province Zip/Postal Code

Area Code/Daytime Phone # Country

FAX number, including area code E-mail address

CEC events are accessible. If you require special accommodations to participate fully in this activity, please complete the information below and call toll free 1-800/224-6830 ext. 443 to discuss your specific needs.

❑ YES, special accommodations are necessary.

Please specify:_____

HOW TO REGISTER

BY MAIL (Registrations by check, credit card, or with original purchase order):
CEC 2001 Convention
P.O. Box 79026
Baltimore, MD 21279-0026

BY TELEPHONE (Registrations by credit card):
Call Toll-free 1-888-232-7733
Or FAX 1-703-264-9494
TTY 1-703-264-9446

Payment or purchase order must accompany ALL forms. Thank you!

Please indicate your choices here. See facing page for rates and information.

Please register me for the following: Please see page 13 for rates.

Convention Registration.....1. $_____
Thursday, April 19 through Saturday, April 21, 2001
(All day at the Kansas City Convention Center and Marriott Hotel)

Preconvention Workshops (April 18) *page 8*

#_____ or #_____.....2. $_____
Primary Secondary

Educational Site Visits (April 19, 20, 21) *page 12*
Tour #_____ # _____ Attending
X $25 per person = ...3a. $_____

Tour#_____ # _____ Attending
X $25 per person = ...3b $_____

Grassroots to Glory (April 19) *page 10*
_____# Attending
X $30 per person = ...4. $_____

Teacher of the Year Luncheon (April 21) *page 24*
_____# Attending
X $30 per person = ...5. $_____

2001 Gala (April 21) *page 11*
_____# Attending
X $25 per person = ...6. $_____

TOTAL 1 + 2 + 3a + 3b + 4 + 5 + 6 = ...$_____

TYPE OF PAYMENT
All registrations must be paid in U.S. dollars.

❑ Check (payable to CEC) ❑ Visa ❑ MasterCard ❑ Discover

❑ Credit Card #_ _ _ _/_ _ _ _/_ _ _ _/_ _ _ _

Expiration Date_____

Signature _____ Date _____

❑ Purchase Order, attached. (Purchase Order must accompany the registration form. Thank you!)

Please register ONLY ONCE! Do not mail *AND* fax the registration form. Thank you.

Convention, *from page 9*

icy and instructional strategies and will offer presentations combined with large- and small-group discussion sessions.

Talented and Gifted (TAG)

A pre-convention workshop will address the "twice exceptional student," that is, the gifted student with disabilities. Here you can learn how to recognize students with gifts among students with disabilities and then explore program options and classroom strategies.

You next will have 11 additional session opportunities to expand your knowledge, enhance your skills, and expand options in dealing with gifted children.

Your choices include sessions on early identification and intervention, one on using ethnic-specific books, another on the development of higher education aspirations, a session on addressing ADHD issues, and one on using science to cultivate potential in very young students.

Technology Developments

A number of pre-convention workshops deal with technology and new media, including one that offers work in technology-based Individualized Education Plans (IEPs) and another on universal design's digital tools.

Then, at the convention, you can take part in a 4-session strand on online instruction or choose from a variety of other individual sessions. These include sessions on assistive technology, integrating technology into the literacy process, multimedia peer tutoring, and reading instruction.

A large number of the exhibitors at the CEC Expo will offer you tech information and purchasing guidance as well as hands-on experiences of new technologies, much of it lodged in the Expo "Red Zone/Tech Zone." Here you can find labs and Web-based workshops. You will be able to experience assistive technology hands-on.

CEC's Web Center will offer you its own hands-on training, including "Web 101" on the basics and sessions on special education Internet resources, advanced Web work, and how to search the ERIC database online. You can also access your e-mail from the convention Web Center.

Culturally Appropriate Education

CEC will offer a pre-convention workshop in culturally respectful and relevant teaching techniques.

This will be followed by at least 11 sessions on improving opportunities for students from different cultures. Here you may choose from sessions on teaching culturally and linguistically diverse students, as well as participate in sessions on urban learners, migrant students, math issues, or behavioral assessment.

A separate convention theme will allow you to explore special education from a global perspective and participate in sessions on China, Great Britain, Hong Kong, Canada, or Mexico as well as a general session on international perspectives.

Paraeducators

There will be a wealth of information at the convention on the roles of paraeducators, with sessions designed for teachers, administrators, and paraprofessionals themselves.

Topics include sessions for beginning teachers on working with paraeducators, on meeting the challenge of addressing multiple professional standards in teacher preparation, and a session on the crisis-level need for special education professionals from diverse backgrounds.

And More. . .

Other options you may pursue include:

- Pre-convention workshops in proactive classroom management, state assessments and accountability systems, and the Life Centered Career Education curriculum. CEC will also offer pre-convention workshops on adapting a curriculum to an inclusive classroom and self-care for special educators.
- Strands on accountability and outcomes, on partnerships with families, preventing school failure, and proactive behavioral interventions. Other available strands include ones that focus on OSEP issues and youth with disabilities in correctional settings.

Topics that Will Be Addressed by Multiple Sessions

- A teaching-skills series that includes sessions such as "Software Selection for Beginning Teachers" and "Putting the Home Back into Homework."
- A series that addresses partnerships — between the family and the school, between paraeducators and others, and among those who are building collaborative teams.

The convention will also offer opportunities for food and fun. There will be a CEC Gala, complete with dinner, dancing, and a ton of good times! There will also be a silent auction offering wonderful items for sale you can get for yourself, a family member, or friend, and an evening of Gospel music titled "From Grassroots to Glory."

Still feeling uncertain about attending the convention? Beverly Sills, who in addition to her other notable gifts is the mother of two children with disabilities and the author of a book designed to help parents of children with special needs, is the keynote speaker.

A registration form is available online (http://www.cec.sped.org/kansas_city/about/registration.html) or fill out the registration form on page 14, and fax it to 703/620-2521. The pre-registration deadline is March 16. Pre-registration rates through March 16 are $199 for members and $259 for non-members. Pre-convention workshops are $130/$165.

For updated convention information, visit the CEC Web site at www.cec.sped.org/conv/index.html.

Plan today to come to the 2001 CEC Convention & Expo in Kansas City, Mo. You'll learn more than you dreamed possible, and you'll have a great time doing it! □

CALENDAR OF CEC events

march

March 7, 2001
CEC Telephone Seminar: Promising Practices for Reducing Disproportionate Representation in Special Education. Contact: CEC, 1110 North Glebe Road, Suite 300, Arlington, VA 22201-5704, 888/232-7733, conteduc@cec.sped.org. Register by calling 800/775-7654.

april

April 18-21, 2001
CEC Annual Convention & Expo. Kansas City, MO. Contact: CEC, 1110 N. Glebe Rd., Suite 300, Arlington, VA 22201-5704, 888/232-7733, conteduc@cec.sped.org.

may

May 3-4, 2001
LCCE Regional Training, San Diego, CA. Contact: CEC 1110 N. Glebe Rd., Suite 300, Arlington, VA 22201-5704, 888/232-7733, conteduc@cec.sped.org

june

June 22-24, 2001
CEC-Franklin Covey Workshop: 4 Roles of Leadership. Chicago, IL. Contact: CEC, 1110 North Glebe Road, Suite 300, Arlington, VA 22201-5704, 888/232-7733, conteduc@cec.sped.org

october

October 4-5, 2001
DLD Annual Conference, "Bridging the Gap Between Research and Practice." San Antonio, TX. Contact: Charles Hughes, Penn State University, 227 Cedar Building, University Park, PA 16802, 814/863-1699, FAX 814/863-1002, CAH14@psu.edu.

October 4-6, 2001
CCBD International Conference on Programming for a Diverse Population of Children and Youth with Emotional/Behavioral Disorders. Atlanta Airport Hilton and Towers, Atlanta, GA. Contact: Lyndal Bullock, University of North Texas, PO Box 310860, Denton, TX 76203, 940/565-3583 (O), FAX 940/565-4055, bullock@tac.coe.unt.edu.

October 11-13, 2001
DCDT 11th International Conference, "Transition: Exploring New Frontiers." Denver Marriott City Center Hotel, Denver, CO. Contact: Ann Pearce, Colorado Dept of Education, 201 E Colfax Ave, Rm 300, Denver, CO 80203, FAX 303/866-6811, pearce_a@cde.state.co.us.

October 25-27, 2001
CEDS 2001 Topical Conference. Hotel Montelleone, New Orleans, LA. Contact: Sandra Latchford, 60 Surrey Crescent, Fredericton, NB E3B 4L3, Canada, 506/453-3515, FAX 506/453-4765, sandral@unb.ca.

december

December 1-5, 2001
2001 Annual International DEC Conference. Boston Marriott Copley Place, Boston, MA. Contact: DEC Conference Office, 3 Church Circle, Suite 194, Annapolis, MD 21401, 410/269-6801, FAX 410/267?0332, office@gomeeting.com.

Council for Exceptional Children
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Council for Exceptional Children

today

Special Election Issue

EXCLUSIVELY FOR MEMBERS OF THE COUNCIL FOR EXCEPTIONAL CHILDREN

Vol. 7 No. 7
March 2001
www.cec.sped.org

Cast Your Vote for CEC's Board of Directors

For the first time in CEC history, you, the members, will elect the new members of CEC's Board of Directors. To prepare for the election:

- Read CEC President Hellen Bogie's special message on the election on page 3.
- Get to know the candidates, their backgrounds, their leadership statement, and their diversity statement by reading their profiles on the special insert in the middle of this issue of *CEC Today*.
- Meet the candidates at the CEC 2001 Convention & Expo. Hear their nomination speeches at the Representative Assembly and chat with them at the Meet the Candidates and Leadership Coffee.

Then cast your vote, electronically or by mail, April 23 - May 21.

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Traumatic Brain Injury — The Silent Epidemic

If you haven't already had a child with traumatic brain injury (TBI) in your classes, chances are you will before you end your teaching career. Approximately 1 million children and adolescents receive a head injury each year. Of these injuries, 16,000 - 20,000 will be serious enough to cause lasting effects, and one in 500 will be severe enough to cause hospitalization. If the child's injury requires hospitalization, it is likely that he or she will require special education services. Children who have less severe head injuries may need only accommodations or services provided by a Section 504 plan.

Because the effects of traumatic brain injury often resemble that of other disabilities such as a learning disability, Attention Deficit Disorder, behavior disorder, or mild mental retardation, children with traumatic brain disorder are often misdiagnosed. Or, they may not be diagnosed at all. This, combined with the high but often unrecognized, number of children with traumatic brain disorder, gives rise to the disability's alternate name — the "silent epidemic."

Given the special needs of children with TBI, the silence around traumatic brain injury must be broken if they are to progress academically and socially. Many of the learning strategies special educators use with children with other disabilities are effective for these children as well. But, children with brain trauma also require special assessment strategies, behavior interventions, and understanding if they are to succeed.

Continues on page 5

Principals Support IDEA's Discipline Procedures

A majority of the nation's principals say that they find the Individuals with Disabilities Education Act's (IDEA's) discipline provisions helpful or are neutral toward them. Principals also say that IDEA plays a limited role in schools being able to properly discipline students with disabilities, according to a recent report by the General Accounting Office (GAO). The study further reports that some principals find local disciplinary protections more onerous than the disciplinary provisions mandated in IDEA.

The study also says that students with disabilities who are involved in serious misconduct are being disciplined in a similar manner as their non-disabled peers, which is most often out-of-school suspension, and that most students with disabilities continue to receive educational services when suspended.

The GAO study was a response to the concerns of principals and school administrators that IDEA would limit a school's ability to discipline students with disabilities who misbehave. Principals and administers also protested what they see as a double standard of discipline for students with disabilities and students in general education. At the heart of the disagreement was the IDEA provision that students with dis-

Continues on page 9

Peter Riffle's Power of Love

BY CAROLYN COSMOS

Teach with your heart; your subject matter will take care of itself," says Peter Riffle, a Pennsylvania special education teacher with a knack for turning around lives.

Riffle is more than a teacher to his high-school students, says one parent. "He is a friend." This parent saw her own child in Riffle's classes go from repeated failing grades to the Honor Roll. He gives out his home number and tells students and parents to call him. They do.

"I never give up on a kid, ever," says Riffle, who adds, "I love what I do "teaching history, economics, and biology to students with learning disabilities (LD), emotional disorders, and mild retardation. He's been at this job at Wilson Senior High School in West Lawn for 30 years.

"It's not so much what you teach students, it's how you treat them," he says. "Our team has had success with some kids where everybody else had given up," he says. "It's because we care."

One of his current students, Sean Smith,** describes Riffle as "the father I never had." Sean tried living with his biological dad; it lasted a year. "He hit me. We had issues," Sean explains.

Sean's father also killed his son's pet, a rabbit, and served it to him for dinner, Riffle says. At the end of the meal his father asked if he had liked the meat and told Sean what he'd just consumed.

"I very rarely attended school," Sean tells *CEC Today.* "It wasn't worth it. Nobody really cared whether I lived or died. Nobody cared about anything I said or did." His mom, he explains, comes home tired and goes to bed.

"Mr. Riffle," says Sean, "is there when you need him. I can tell him anything. He'll try to make me see all sides of things so you don't give up. I owe a lot to him."

Today Sean, who has a learning disability, is into his second year of classes with Riffle and "so far I've only missed a few days. I'm trying to do something with my life." He has a part-time job and pays his mother rent "to show her I can be responsible. "I want to work for what I earn like he does," Sean says of Riffle.

LD from the Inside Out

Part of Riffle's classroom passion stems from his own struggles. Learning disabled himself, Riffle, 55, says he did not realize it until 10 years ago. "I always thought I was stupid."

Like many people with LD, he explains, he learned to disguise his difficulties and worked doubly hard to get his college degree. He never missed a lecture: He could understand what he heard but had trouble reading.

"Where you see the word 'comfortable,'" he explains, "I see the word 'fort.'" And he has difficulty returning to a spot on a page once he's shifted his gaze. It has been, he says, a "major asset" in his teaching career.

On the first day of classes, Riffle asks students to raise a hand if they have a learning disability and then puts his own up in the air as well. "He knows where you're coming from. He went through what you're going through," Sean observes.

For example, "I never ask my LD students to read out loud," Riffle says. "It's like drinking acid. You have no idea how hard it is. It's terrifying." Other "insider" tactics:

- When he writes on a board, he always prints. Some students with LD can't read cursive.
- He writes in large letters, leaves clear spaces between the words, and gives students plenty of time to copy what's written down.

Riffle has a few ironclad rules for his classes: "Don't lie to me. Don't steal from me." And no one is allowed to laugh at other students. "They they can laugh at me if they want to," he says, chuckling.

Learning by Immersion

Riffle provides immersive, experiential learning. He's developed a 3-day World War II history project where students pretend they're American soldiers in 1944 France.

"The students are told that they're going to be involved in a major battle the next day and some of them are not coming back," Riffle writes in a description of his project.

"[Then] I tell them they are about to do something that all combat soldiers did during the war. They must write goodbye letters to their families. . . . . On more than one occasion I've seen kids go to tears as they write. They very often tell their parents they're sorry for things they've done and tell their families to take care of each other."

On the project's "Battle Day," Riffle plays tapes of battle sounds. "During the tape I cover certain kids with either a red or white sheet. The red sheet means you're wounded and the white sheet means you're dead. " Students watch a movie battle scene and they go on, in a writing project, to describe their battle.

He takes a similar tack in his economics classes, where students earn Monopoly money but have to create real budgets. They comparison shop for food and "furnish" an apartment from newspaper ads.

Says Sean of this immersive approach to learning, "I don't pay attention very well. He does it with a finesse, he makes it fun. I feel challenged. I learn. He's a real great guy."

Sean's brand of connection isn't unusual, says instructional assistant Elaine Schwenk who specializes in English and has worked with Riffle for 10 years.

"What's distinctive about his teaching," she says, is his relationship with the kids. Because of the bonds, students "are willing to work harder" and, between this and his teaching techniques, students become "actively and emotionally involved in the learning process."

"It's heartening," Schwenk says, her own words touching on Riffle's motto.

Last fall Riffle became one of the nation's 33 winners of Disney's American Teacher Awards. He is a member of the Pennsylvania Federation. □

**Sean Smith is not the student's real name.

The Search for Leaders

BY CEC PRESIDENT HELLEN BOGIE

"Leadership is like beauty ....
It's hard to define but
You know it when you see it."
Warren Bennis

With election fever just beginning to dwindle on the national scene in both the United States and Canada, it's time to rekindle the political scene in CEC.

Our underlying mission in CEC this year has been to boldly go where no one has gone before. And our elections this year will also branch out toward this new way of doing things in CEC. As our election campaign heats up, it is imperative that the entire membership of CEC be informed and involved. Our new bylaws for elections indicate very clearly a major change — Article III of the CEC Constitution and bylaws lists all those categories of membership who are entitled to vote, and you are there! So exercise your right, become involved, and vote! Regardless of whether you will be in attendance at the CEC Convention in Kansas City or not, you will have a chance to cast your ballot.

The Past

Before, only those CEC members who were registered as delegates to the Delegate Assembly had the opportunity to listen, meet, interact, and then vote for the various candidates. One person may have carried all the votes for a unit. In addition, the concept of mentoring leadership and encouraging people to come forward was not a formal one, and in some cases, did not exist at all.

The Present

The Nominations Committee, made up of CEC members representing the diversity of our organization, has been active all year creating a process that has provided a slate of nominees for your consideration. In addition, they have developed a variety of means by which the candidates will be presented to the eligible voting membership. These include:

- Candidate profiles in *CEC Today*.
- Candidate profiles on CEC's Web site.
- Candidate speeches at the conclusion of the Representative Assembly, April 20, 2001, from 4:00 - 5:00 p.m.
- Meet the Candidates and Leadership Coffee, Friday, April 20, 2001, at 5:00 p.m.

All elections will be conducted by individual secret ballot through a system of your choice — e-mail or regular mail. Balloting will be during a designated time period of at least four weeks in duration. The results of the election will be announced in a CEC publication and through our CEC Web site.

Why Vote? Why Not?

Election is a procedure for choosing officers or making binding decisions concerning policy by the vote of those formally qualified to participate. One of the goals of the Nominations Committee was to bring forward a slate of candidates with a minimum of two persons for each open position. This encourages active competition between competing candidates.

As a member of CEC, it is your responsibility to become informed about the CEC leaders who have come forward for consideration and to participate in the selection of these exceptional people in our field. CEC is an organization of many diverse groups, representatives of which have put forward their names as candidates for the purpose of broadening the franchise and to equalize representation through this new process of elections.

Read the profiles carefully, listen to the candidate speeches at the convention, and prepare questions to either ask the candidates directly or have your member to the Representative Assembly ask on your behalf. But most importantly, remember to cast your vote from the comfort of your home! This is your opportunity to have a voice in the choice of CEC's leaders! You can help build tomorrow's CEC Leadership Team.

Albert Einstein said, "Not everything that can be counted counts. And not everything that counts can be counted."

Your vote will be counted. Why not exercise the effort to make a difference in CEC? □

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CEC Today is published 10 times a year, Jan/Feb, March, April/May, June, July, Aug., Sept., Oct., Nov. and Dec., by The Council for Exceptional Children, 1110 N. Glebe, Suite 300, Arlington, VA 22201-5704. Telephone 888/232-7733, TTY 703/264-9446, lyndav@cec.sped.org, Web: www.cec.sped.org.

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Advocacy in Action

CEC Calls for Full Funding for Special Education Now!

CEC Steps Up Nationwide Campaign

The Council for Exceptional Children is calling for Congress to enact legislation to fulfill its original promise to fully fund the Individuals with Disabilities Education Act (IDEA), which ensures that each child with a disability will receive a free, appropriate public education. Congress should enact legislation this year that guarantees the federal government will pay 40 percent of special education costs within six years and make IDEA funding part of the federal government's mandatory spending program, says the association.

CEC is further asking Congress to secure increased funding for personnel preparation, research, and other national activities that will improve educational services for children with disabilities. Congress should also provide additional funding for pre-school grants and early intervention programs for infants and toddlers.

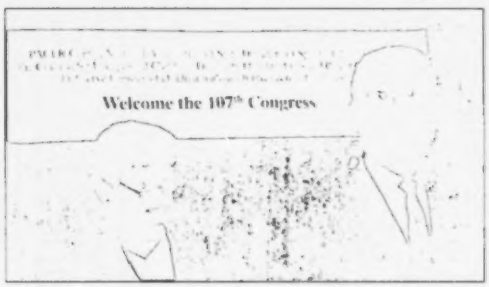
Full funding for IDEA is essential if we are to provide all children with disabilities with a quality education, says CEC. Also, as a result of Congress's failure to live up to its financial obligation, local communities and states have been forced to pay the balances of special education costs.

"Congress's breach of promise hurts our nation's most vulnerable children — children with disabilities," says Deb Ziegler, CEC's executive director of public policy. "Without adequate funding for special education, many children with disabilities are taught by unlicensed professionals who lack the skills to ensure the children's educational success. Our nation's children with special needs cannot wait any longer for the education they need to succeed in life."

To achieve this goal, CEC is stepping up its national campaign to alert Congress to the need for full funding for special education. It is calling on all educators, parents of children with disabilities, and disability and education advocates and organizations to support full funding of IDEA within six years and to lobby Congress on this issue.

For more information on the campaign, see the CEC Web site, www.cec.sped.org.

CEC Hosts Reception Honoring Congressional Members for Their Contributions to Special Education



Jo Thomason,CEC past president and executive director of CEC's Council for Administrators of Special Education, shares a moment with Sen. Pete Domenici (R-NM).

On January 25, the Council for Exceptional Children, the National Association of State Directors of Special Education (NASDSE), and the Parent Advocacy Coalition for Educational Rights (PACER) Center hosted a Congressional reception to honor the 107th Congress and its contributions to children with disabilities. This annual reception, sponsored by Senators Trent Lott (R-MS) and Tom Daschle (D-SD), was very successful with over 500 people in attendance. Senators Domenici (R-NM), Jeffords (R-VT), Reed (D-RI), and Grassley (R-IA), as well as Representatives Kildee (D-MI) and McCollum (D-MN), were among those members of Congress in attendance.

Among the messages concerning children with disabilities they and other members of Congress stressed during the reception, one that kept recurring involved a promise that Congress made 25 years ago. The 94th Congress promised in the early 1970's to pay up to 40 percent of the excess cost of special education; the present contribution is only at 15 percent. During this year's reception many of the speakers pledged to fulfill their earlier colleagues' promises to fully fund IDEA.

Attendees of this year's reception were heartened to hear this repeated pledge, and their spirits were high. The accolades were flowing, not only to members of Congress but also to parents and those in the special or gifted/talented education field who have made a direct, positive impact on students with exceptionalities. The diversity of the guests reinforced the commitment to work collaboratively for future successes for children with exceptionalities.

Learn How to Advocate Effectively at the 2001 CEC Convention & Expo

CEC's Public Policy Unit will present two dynamic sessions on advocacy at the 2001 CEC Convention & Expo.

You won't want to miss our ever-popular **What's Happening in Washington.** Here you'll learn about all the action being taken to increase funding for special education, how other legislation being considered affects students with disabilities and/or gifts and talents, efforts to increase funding for gifted education, and updates on court cases affecting students with disabilities.

Influencing Policymaking at a Grassroots Level will provide tips and insight on how individuals can influence policy at the local, state, and national level. You CAN make a difference! Learn how at this hands-on, informative session. □

Correction: The individuals in the photo with the article on Full Service Schools on page 9 of the Dec./Jan. 2001 *CEC Today* were misidentified. They are Robert Evert and Jennifer Oppenheim of Broad Acres Elementary School in Silver Spring, Md.

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TBI, *from page 1*

Definition and Causes of TBI

TBI is defined in the Individuals with Disabilities Education Act as an "injury to the brain caused by an external force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance." The term applies to both open and closed head injuries.

The most common cause of TBI is car accidents. Other causes include sports accidents, falls, and physical abuse.

Common Problems of Children with TBI

Children who have TBI vary tremendously in their needs, depending on the location and severity of the injury. Most mild injuries, such as mild concussions, are usually not treated and occur quite frequently. These types of injuries often have minor or short-term effects on a child's performance in school. Other, more severe injuries can have long-lasting effects on a child's functioning.

Many children with TBI experience some type of difficulty after the injury. Problems can occur in cognitive functioning, physical abilities, communication, and/or social interactions or behavior. The most common area affected by TBI is memory, especially memory for new information, says Janet Tyler, director of the Neurologic Disabilities Support Project, Kansas State Department of Education. In addition, children with TBI may be much more distractible than other children.

The brain's executive function processes also are often affected. The executive function processes include skills such as problem-solving, organization, recognizing priorities, planning, acting to reach a goal, and recognition of attainment and evaluation. With executive function brain disorder, the child may miss due dates and appointments, complete homework but regularly forget to turn it in, have difficulty problem solving, processing old information in a new way or drawing relationships between old and new information, learning new information, and/or changing from one task to another.

Learning can be further impeded for children with TBI because the brain becomes overwhelmed. The "capacity of working memory becomes overloaded by the multiplicity of deficits (the breakdown of multiple systems through injury) and the consequent need to relearn a number of previously automatic or near automatic functions simultaneously," says Dennis Williams in *Traumatic Brain Injury: When Children Return to School.*

Behavior also is often impacted by TBI. This can result from various causes. First, these children remember skills, ability, and knowledge they used to have. Dealing with their loss is frustrating, and children with TBI can become agitated, aggressive, argumentative, withdrawn, and/or depressed. In addition, TBI can cause the loss or impairment of impulse control. The child can even lose the ability to discern appropriate behavior.

Educators should further be aware that children with TBI may experience fatigue, especially when they first return to school, and many are subject to seizures and may be on medication.

How TBI Differs from Other Disabilities

The biggest distinction between children with TBI and children with other disabilities is that the injury — and subsequent disability — occurs over night, says Carol Wong, education evaluation specialist, Mulpnomah Education Service District. With other cognitive disabilities, the child and his or her parents have had some time to deal with it emotionally and to learn how to manage the disability.

"These kids were 'normal,' and over night they have a changed brain, have altered ways of acquiring information," says Tyler. "It is quite an adjustment to realize one's brain is not functioning as it was and that one must do things differently."

Not only does this take a tremendous toll on the child and his or her family, it affects everyone involved — including educators! It can be as difficult for teachers to change their expectations for a child who has experienced brain trauma as it is for others, especially if the child looks fine physically.

However, in some cases, particularly if the child suffered the injury at an early age, the educational effects of TBI may not show up immediately. The child may not experience problems in school until middle or high school. Then, as the child is asked to perform higher-level thinking skills and more complex tasks, he or she may experience problems academically and start to lag behind peers. The child may also start to experience difficulties socially, as he or she has difficulty meeting increased demands on time and attention.

The problem is complicated by the fact that no one may link the child's learning problems to the injury. The medical profession may have given the child a clean bill of health physically without being aware of the ways the injury could affect the child educationally at a later date.

A third area that distinguishes children with TBI is that their knowledge can be scattered, leaving the child with wide gaps in his or her learning. Some higher-level skills will remain intact but not some lower-level skills, says Tyler.

A teacher can see the "Swiss cheese effect," adds Wong. "A student can do algebra but can't remember coin value."

Finally, children with TBI can make rapid advances in their academic skills and knowledge, particularly in the first six months to a year after the injury. A school may have an IEP in place when the child returns to school, and within three weeks or a month it will need major changes. Children with TBI can also plateau for a time and then make major jumps in learning.

Continues on page 15

How to Make the CEC Convention More Rewarding

Attending the CEC Convention & Expo is one of the most exciting and informative things you can do. But, if it's your first time, it can be a little overwhelming. Following are some tips to help you make the most of your convention experience!

Plan Ahead

Make your plans to attend early. That way you can get the best rates on transportation. Also, don't forget to get your room reservations. (Kansas City is filling up fast, so act now if you haven't already done so.) Find out who else from your school is going to the convention, and see if you can room together. Also, check with your hotel. Some provide cots for additional occupants in a room, and that can lower your costs even more.

Pack Light

You will pick up lots of materials to take back with you. Though you may mail some of it back home, you will likely be carting a lot of it back yourself. The moral: pack light! Bring clothes you can mix and match and layer. No one will care if they see you in the same outfit twice! Also, check the weather in Kansas, so you'll have what you need — rain or shine!

Don't forget to bring a suit and extra nylons if you are planning to interview for a job at the convention.

Comfy Shoes

The one thing you cannot live without is comfortable shoes. Convention halls are large, and you will be traversing them as well as going to hotels for sessions several times a day. Even with the most comfortable shoes, your feet will get tired. With shoes that hurt, you will be miserable.

Do Some Research Ahead of Time

The CEC Convention & Expo offers more than 600 sessions. Not only can this be overwhelming, you will miss sessions you are interested in if you don't plan ahead. Take a look at the CEC Web site, www.cec.sped.org, to find out what is being offered. Then make a schedule of the sessions you want to attend.

Overschedule

When you are planning sessions you want to attend, make first and second choices for a given time slot. Occasionally you'll attend a session at which the information isn't really want you wanted to learn about. When that happens, go to your second choice. Or, if you happen to go to a session that is too crowded, you'll have a back-up plan.

Share the Load with a Friend

Because the CEC Convention offers so many exciting sessions, there's a good chance you'll want to see two — or even more — sessions that occur at the same time. While you attend one, have a friend in your field attend the other. You can both take notes, or even tape the sessions, and trade information later. (Some popular sessions will be taped, and you can purchase the tapes before you leave the convention.)

Get to Sessions Early

Many of the CEC Convention sessions are very popular, so get to your "must sees" early. Because of fire regulations, only so many people are permitted in rooms. You don't want to be one of the ones turned away.

Talk to Everyone

Don't restrict yourself to talking with your fellow students — though you should definitely do that too! Strike up a conversation with the person sitting next to you in a session or at the snack bar. Ask them their three top tips for new special education teachers. Find out where they are from and how special education is treated in their area. The contacts you make can help you find a job upon graduation, become a mentor as you begin your professional career, and end up being some of your best friends.

Check Out the Expo

More than 300 exhibitors attend the CEC Convention & Expo. Here you'll see — and are often able to try out — the latest resources for special education teachers. Even if you aren't ready to buy or recommend materials for your first class yet, you'll get a good idea of what is available. Take notes, get business cards, and put these in your idea file for the future.

Go to the Awards Ceremony

The CEC Awards Ceremony recognizes CEC's professional, Student CEC, and CEC unit award recipients, as well as our Yes I Can winners. There's no better activity at convention to inspire you and remind you why you are in this field.

Organize Your Notes after Convention

When you get home, your first instinct will be to throw all your notes and materials in a corner. Don't do it! Instead, take some time to organize what you have learned. That way, you can easily put your hands on it when you need it for a class, or more importantly, to help a child you are teaching.

Have Fun!!!

The CEC Convention is certainly not all work and no play. Take advantage of your evenings to hear the famous jazz Kansas City has to offer and sample their finest cuisine. (Budget some extra bucks for at least one night out on the town in style!)

And, make sure you're there for the Student CEC dance and Student CEC American and Canadian night. Finally, wrap up the week with the CEC Gala — more dining, dancing, and having a wonderful time with old, and new, friends!

See you in Kansas City. You'll have a wonderful time! □

CEC Makes Disproportionate Representation a High Priority

CEC, along with other groups, organizations, and individuals, has long been concerned about the continuing reported high numbers of African American, Hispanic/Latino, and American Indian students in classes for the educable mentally retarded, the emotionally disturbed, and the learning disabled. On the other hand, CEC is also concerned about the low numbers of students from these groups who are assigned to programs for the gifted and talented.

This phenomenon has been termed disproportionality, and there have been discussions, conferences, research, articles, and attempts to resolve this problem. However, to a great extent, the problem remains.

Current Data on Disproportionality

For many years, there have been reports of evidence of disproportionality. However, it has been difficult to get reliable figures about this phenomenon, in part because there was no unanimity in the ways data were reported. Different states used different names for ethnic groups. In addition, different states used different classification categories, and the data could not easily be aggregated.

In the 1997 amendments to the Individuals with Disabilities Education Act, every state is now required to report the numbers of students in special education by five race/ethnicity categories: American Indian, Asian/Pacific Islander, black (Non Hispanic), Hispanic, and white (Non-Hispanic). Consequently, for the first time, in the *Twenty-first Annual Report to Congress*, similar data is reported from almost every state; however, the *Report* suggests that since this is the result of the first year's data collection, the data should be interpreted cautiously. We can expect in future years for data to be more reliable.

Although many individuals have expressed doubt about the accuracy of figures reported in other years, it is interesting to note that the numbers of African Americans in special education reported in the *Twenty-first Annual Report* are almost identical to the numbers reported in the *Nineteenth Annual Report*.

CEC Addresses Disproportionality

CEC members are aware of the organization's positive efforts to eliminate or markedly reduce this problem: The study of disproportionality by a blue-ribbon panel of the National Academy of Science (NAS) and the search for and dissemination of Promising Practices. The NAS study is due to be completed in the fall of 2001, at which time CEC will disseminate the findings and begin work toward implementation.

Prior to the publication of this report, CEC members and other educators should be acquainted with the findings of a report by an earlier distinguished NAS panel that studied the problem of the over-representation of African Americans in programs for the mentally retarded and issued a report in 1982. It will be interesting to (1) consider the extent to which the 1982 findings have been implemented and (2) to review the new findings against the backdrop of those issued 19 years ago.

Beginning with this issue of *CEC Today*, the diversity section will inform you of those findings. It is our intent in the near future to implement a Web dialogue in which you can express your reaction to the findings from what you have observed. □

For more information, contact Kayte Fearn, 703/264-9450, kaytef@cec.sped.org.

Canada —

The Canadian Strand at Convention

This strand will focus on policy and program issues related to the education of students with exceptionalities in Canada. Sessions will focus on issues related to the new standards for IEPs and issues related to bullying.

Saturday, April 21, 8:30 - 10:30 a.m.

Province-Wide Standards for the Development, Program Planning, Implementation and Review of Individual Education Plans (IEPs). This session will present the requirements outlined in the new IEP Standards policy document in Ontario. Participants will learn about the requirements that must be met for development, implementation, monitoring, reviewing, and updating IEPs to meet the criteria for compliance.

Bruce Drewett, Policy and Program Unit, Ontario Ministry of Education, Canada

Saturday, April 21, 1:15 - 3:15 p.m.

Bullies, Victims, and the Dangerous Revenge Cycle. This session will focus on the nature of bullying as portrayed in the literature and in a recent Canadian study. Participants will learn about the dynamics of bullies and victims, the dangerous revenge cycle, intervention strategies, and teaching tools.

Wayne Nesbit, Memorial University of Newfoundland, St. John's, NF, Alberta, Canada, and Merrily Marchessault, St. Vital School Division, Winnipeg, Manitoba, Canada.

In Memoriam

Dr. Leo F. Cain

It is with sadness that we report the death of CEC and CEC-PD past president Leo F. Cain on Feb. 11 in San Mateo, Calif. He was 91. A leader in the field, he was the founding president of the California State University at Dominges Hills. He was also the founding president of CAL/CEC-PD and wrote the preface for the 50-year history of the California Federation. Andy Berg, Jr. described Dr. Cain as "always a gentleman and a scholar."

Division Focus

CASE

The Council of Administrators of Special Education

January marked a very successful CASE Institute on Emerging Issues in Personnel in Clearwater Beach, Fla. The Institute was conducted under the leadership of Professional Development Chair Jim Chapple. Attendees enjoyed both excellent professional content and superb Florida weather! Following the institute, CASE President Bev McCoun chaired an exciting meeting of the CASE Executive Committee.

The Executive Committee engaged in strategic planning to develop a set of CASE activities for the coming two years. The activities will address the major issues identified by the CASE Board of Directors and the Executive Committee. Areas of emphasis will be issues around personnel, funding, legislation, and over-representation. Members are urged to watch the CASE newsletter for more information on these critical activities.

CASE members are gearing up for "goin' to Kansas City" in April for the CEC Convention & Expo. A whole host of activities is planned. There will be a full slate of professional sessions, a meeting of the CASE Executive Committee, and the annual Membership and Board of Directors meeting. Members are directed to their January-February and March-April newsletters for a full outline of activities and CASE meetings. See you in Kansas City!

CEDS

The Council for Educational Diagnostic Services

The CEDS journal, *DIAGNOSTIQUE*, has undergone some changes. Our new cover and name is expected to be in effect beginning with volume 26. Be on the lookout for it!

CEDS has issued a call for papers for its 2001 Annual Topical Conference, to be held in New Orleans, La. on Oct. 25-27, 2001. Topic areas include recognizing cultural diversity in assessment; identification of and intervention with students with Attention Deficit Hyperactivity Disorder, emotional /behavioral disorders, learning disabilities, multiple disabilities, and gifted students; and assessment and information gathering techniques appropriate for inclusive students' functional assessment.

The deadline for the call for papers is April 27, 2001. For more information, contact Sandra Latchford at sandral@unb.ca. You can also visit our Web site at http//www.cec.sped.org, then click on Divisions and follow the path to more information about CEDS.

DISES

The Division of International Special Education and Services

Something new at Kansas City. For the first time in its existence, DISES will have co-sponsors for the International Reception at a CEC convention! The Division on Visual Impairments (DVI) and the Division for Physical and Health Disabilities (DPHD) will join their social hour with DISES' International Reception to be held on Thursday evening, April 19, from 7:30 - 9:30 p.m. This will serve both to keep our costs to a reasonable level and also — most importantly — to share some time together and 'break bread' with members of other divisions. Further support for the event is coming from Recordings for the Blind and Dyslexic. Be sure to be there!

DEC

The Division for Early Childhood

The following people were honored at the DEC conference in December: Merle B. Karnes Award for Service to the Division, Susan Sanda and Patricia Snyder; DEC Service to the Field Award, Rebecca Fewell; Rose C. Engel Award for Excellence in Professional Practice, Amy Harris-Solomon; J. David Sexton Doctoral Student Award, Shelley Neilsen; and Kathleen W. McCartan Award, Denise Robinson.

NEW! *DEC Recommended Practices in Early Intervention/Early Childhood Special Education: Bridging the Gap between Research and Practice. DEC Recommended Practices* provides guidance on effective practices for working with young children with disabilities. The book contains recommended practices in assessment; child-focused interventions; family-based practices; interdisciplinary models; technology; policies, procedures, and systems change; and personnel preparation.

Young Exceptional Children Monograph Series. Monograph No. 1: Practical Ideas for Addressing Challenging Behaviors. These articles offer proven interventions for challenging behaviors that can be used in early childhood programs and at home. Articles cover such topics as identification, prevention, environmental modifications, instruction of appropriate alternative behaviors, and more.

NEW! *Young Exceptional Children Monograph Series. Monograph No. 2: Natural Environments and Inclusion.* With IDEA '97 prompting inclusive settings for children with disabilities, it is important to consider the natural settings in which these children are being taught and cared for — child care centers and pre-schools in particular. This monograph addresses the importance of natural environments and inclusion and includes strategies to implement effective individualized intervention within inclusive settings, ways to ensure that early childhood programs nurture positive attitudes and provide valuable experiences, examples of state and federal regulations that clarify changes in early intervention, and much more!

To order, call 800/547-6747 or www.sopriswest.com.

TED

The Teacher Education Division

TED has established new partnerships with other professional organizations and continues to be active in national policy matters. Jane West has been contracted by TED to represent the division to HECSE (Higher Education Consortium for Special Education) in addressing policy matters related to teacher education programs. TED has also become a member of the Consortium for Citizens with Disabilities. To further illustrate TED's increased involvement in policy matters, a number of TED members have been meeting with their Congressional representatives in Washington, D.C.

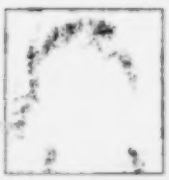
Meet the Candidates!

This spring, CEC will hold its first open election for members of the CEC Board of Directors. All CEC members in good standing of as April 1, 2001, are eligible to vote in the election, which will be held April 23 - May 21. Members may vote electronically by accessing the CEC Web site, www.cec.sped.org, or they may mail their ballots to CEC headquarters. CEC will elect six members to the 21-member Board of Directors, and the Board will appoint the treasurer and Student CEC representative.

Before you participate in this historic event, take a moment to get to know the candidates by reading their statements below.

Candidates for Member-at-Large, 2001-2004

Cheryl Lea Beverly



Professor, Special Education,
James Madison University, VA

Background

Cheryl Beverly teaches graduate-level special education courses and supervises field placements for special education practicums and student teaching.

A CEC member since 1987, Beverly has served as a member of the Division for Early Childhood (DEC) Diversity Subcommittee, been a board member of the Pennsylvania DEC Subdivision, and served as a member of the CEC co-sponsored National Pre-service Forum: Implications for Professional Preparation of Special Education Teachers in Health Education.

Leadership and Diversity Statements

My experiences as a member of, and in leadership positions on numerous committees, has allowed me to observe the leadership skills of others as well as develop my own skills and knowledge. I have developed the ability to work with a group to set goals, develop an action plan to achieve those goals, and provide oversight for the completion of the plan. I am flexible in terms of reading the time, energy, and other resource needs of the groups with whom I work and using that information to refine, revise, or discontinue the plan, as appropriate.

Reflection and on-going evaluation is key to how I complete my professional obligations. I believe I bring a fresh perspective, an eagerness to learn and serve, and the skills to accomplish the goals of the board.

I believe my personal experiences as a person with a learning disability, living on military bases with a range of economic and ethnic/racial representations, and teaching in rural and urban schools have enhanced my awareness of, and appreciation for, the variety of factors that contribute to learning. I believe that CEC can and should become a model of effective practices for actively and effectively involving families and individuals representing the spectrum of human diversity in the education of individuals with disabilities.

Kathleen Blake

Administrator, Special Education, Goleta, CA

Background

As a special education administrator, Kathleen Blake serves 24 school districts in staff development; parent training; compliance; interagency coordination in areas including autism, transition, infant, and pre-school programs; and with Institutions of Higher Education. She also facilitates writing local policies and assists districts with special education legal issues.

Blake is currently a member of the CEC Elections Standing Committee. Through her membership in CEC, since 1988, she has served as the California Federation president, president elect, vice president, secretary, and governor. For her local chapter, she was president, vice president, and bylaws chair.

Leadership and Diversity Statements

My positions in education and voluntary organizations have afforded me opportunities to develop skills in leadership, collaboration, advocacy, and strategic planning. My primary leadership style is that of a facilitator. Also, working on behalf of students with disabilities, in culturally diverse neighborhoods, and serving as public relations chair for two community organizations has increased my knowledge and skill in advocating for people and issues. These skills will increase my effectiveness as a CEC board member. I would further bring to the CEC board my desire for new challenges, positive outlook, effective communication skills, and a high energy level.

As a parent of a child with special needs, therapist, teacher, and administrator, I possess a wealth of knowledge from a variety of viewpoints. Inclusion programs have increased my knowledge of working for the good of all students. The large migrant population and many students with diverse ethnic backgrounds in California have demanded that I increase my understanding of the special needs of a variety of people. My experiences will benefit CEC through my participation on the CEC board.

Sharon H. deFur

Assistant Professor, College of William and Mary, VA

Background

Sharon deFur is currently an assistant professor at the College of William and Mary. She has also held positions in the Virginia Department of Education and served as an educational diagnostician and special education teacher in local school districts.

A CEC member since 1975, deFur has served as president, past president, president elect, vice president, treasurer, and member of the Nominations Committee of the Division on Career Development and Training (DCDT). DeFur also has been a member of the editorial board of the DCDT Journal, *Career Development for Exceptional Individuals*.

Leadership and Diversity Statements

My leadership gifts include an ability to generate creative ideas, assess the underlying dynamics of a group and address issues, an ability to see the big picture and keep the group focused on its primary purpose, an ability to be intuitive regarding people's needs and contributions, and an ability to think systematically and strategically, thus contributing to systemic change. I am a planner, an idea generator, an enthusiast, a future thinker, and a pragmatist. I also have skills in program evaluation.

I believe that CEC must stay ahead of future curves. I also believe that the Board of Directors must provide clear leadership and model collaboration and communica-

tion to its units and members.

I believe we must continue to promote a growth paradigm in working with all children, particularly children with special needs. This approach celebrates diversity, recognizes the strength that is gained by having a diverse population, and opens the opportunity of thinking with the principles of universal design as a basis. As a board member, I would promote thinking that encompasses a universal design philosophy that embraces the diversity of culture and personal experience.

Hazel Ann Luke

Teacher, Middle School Students with Emotional/ Behavioral Disorders, Augusta, GA

Background

Hazel Luke, who currently teaches students with emotional/behavioral disorders at Tutt Middle School in Augusta, Ga., has been a teacher for 10 years. She also mentors teachers and is the team leader of the special education department at Tutt Middle School.

A CEC member since 1994, Luke has served as Georgia Federation president, as well as president and membership chair of Chapter #292.

Leadership and Diversity Statements

Being able to communicate with people and great listening skills are the two top characteristics that enable me to be a good leader. Also, being able to step back and look at a situation from different points of view helps me make sound decisions. As we progress into the 21st century, the intensity of the disabilities we deal with as educators are increasing, and we need change. The only way this can happen is through greater interaction with other agencies involved with students. I know that CEC is a large enough organization to make a difference for students and teachers.

I believe in a free and appropriate education for all students. I also believe that a teacher, or any leader, must have a very broad mind and be open to change, diversity, and be as unbiased as possible. Finally, I believe that we learn from each other daily and that by mixing the familiar with the unfamiliar, we can continue to meet the educational needs of the students we serve.

Kathleen S. Puckett

Professor, University of Tennessee, Knoxville, TN

Background

Currently, Kathleen Puckett teaches special education courses and coordinates the Individualized Instruction Program in the Professional Development School. She has also served as a special education teacher, special education administrator, and grants administrator.

A CEC member since 1973, Puckett is currently on the CEC Board of Directors. Previously, she has served as the Tennessee Federation president, president elect, treasurer, political action network coordinator, and governor; and she was a member of the CEC Professional Development Standing Committee. Additionally, Puckett was faculty advisor for the University of Tennessee's Student CEC Chapter.

Leadership and Diversity Statements

I have developed excellent organizational skills through my work for CEC. My work on the CEC Board of Directors, and previously, the Board of Governors, has afforded me experience and training in strategic planning. I have participated in the debate and development of the current governmental configuration and understand the nature of our movement towards a knowledge-based organizational structure.

As a teacher educator, I would bring a field-based perspective to this governing body. Further, my work on local philanthropic boards has given me valuable experience in developing goals and activities and determining the ways and means of funding them. Finally, I take pride in my ability to work collegially and collaboratively.

I believe that one of CEC's missions should be to continue to assist teachers to recognize and advocate for best practices for the improved educational achievement of diverse learners. I have applied those beliefs throughout my career. My latest example is the development of a teacher recruitment grant that increases minority representation in teaching. Children of diversity must see equally diverse examples of adults who can teach and mentor them to believe that education is their best foundation.

Harold M. Tarriff

Elementary School Principal and Supervisor of Education Programs, District of Milltown, NJ

Background

Harold Tarriff is the principal of Parkview Elementary School, grades K-3, and supervisor of the district's education programs, which includes special education, gifted and talented, English as a Second Language, and staff development and curriculum.

A CEC member since 1972, Tarriff serves as the New Jersey representative to the CEC Representative Assembly. Previously, he served as New Jersey Federation governor, president, and treasurer.

Leadership and Diversity Statements

As the special education administrator in a public school, I developed a collaborative leadership style that includes all constituents in the decision-making process — one that encourages all participants to "invest" in the product, as well as a sense of timing to know what will work in a specific climate at a specific time. I have designed programs in the public and private sectors of special education, and I have worked in several different communities with a very diverse student and staff population.

Most importantly, I am an outspoken, aggressive advocate for "making the system work" in whatever system I participate. I would be a recognized member of the Board of Directors, because my opinions, and that of our larger constituency, would be heard.

The nature and diversity of my experiences, both in the public and private sectors of special education, as well as all the other activities in which I have participated, have given me a broad knowledge and deep understanding of the diverse populations we serve. It almost sounds trite to write it, but ALL children have unique needs; and if ethnic, geographic, economic, medical, or linguistic or cultural differences add to the uniqueness, we must factor that in and continue to focus on the needs of the individual with disabilities.

Member-at-Large (Ethnic & Multi cultural Groups), 2001-2004

Judith Bartley

Education Officer, Department of Education, Bermuda

Background

Judith Bartley, an education officer in the Bermuda Department of Education, supervises two special education programs. She is also a lecturer in early childhood education at Bermuda College and previously served as an assistant professor of special education at Austin Peay State University in Tennessee.

She has been a CEC member since 1986.

Leadership and Diversity Statements

My leadership skills have evolved naturally out of my educational experience and my current role as an education officer. I taught collaborative skills at the university level and possess an almost innate ability to soothe and facilitate communication with individuals and groups. Consequently, I have been called on by the Ministry of Education to assist with irate parents and address segments of the community at various times over issues involving students with serious behavior challenges.

When the Bermudan community was calling for an alternative school for children with behavior problems, it was my role to ensure the process was completed within a specific time frame. To promote more optimal conditions, I negotiated for and won a 6-month extension in the planning process.

Teachers stand at the forefront of education and influence the lives of many individuals. There is a need to expose prospective regular and special education teachers to the various types of differences they will encounter in the classroom.

Having taught and studied in different countries, it is evident that persons must respect each other prior to the acceptance that leads to intermingling through all strata of society. Providing teachers with opportunities to learn about differences, cultures, and disabilities prior to entering the classroom will go a long way in dispelling many of the misrepresentations we have of those who are different.

Gloria D. Campbell-Whatley

Assistant Professor, Purdue University, IN

Background

Gloria Campbell-Whatley, who is an assistant professor at Purdue University, developed and initiated the special education program for the College of Education. Her responsibilities include arranging courses, developing curriculum, and assigning courses to faculty. In addition, Campbell-Whatley has been a program specialist for learning disabilities at the Birmingham City Board of Education and a special education teacher.

A CEC member since1983, Campbell-Whatley is currently serving as secretary for the Division for Culturally and Linguistically Diverse Exceptional Children, diversity chair for TED, guest reviewer for various CEC and division journals, advisor for the Indiana Purdue University Student CEC Chapter, and the Ethics and Standards Officer of the State Board through the Indiana Federation. She has also held numerous positions and served on committees for CEC's federations and divisions, including membership chair for DDEL and member of the CEC Executive Committee for the State of Alabama Super Conference Planning Program Committee.

Leadership and Diversity Statements

For several years, I served in key leadership positions for several divisions in state and national CEC. Additionally, I have served as a delegate for these divisions and have given voice to their issues in assembly. Being a member of a culturally and linguistically diverse group and my connection with the divisions will assist in my ability to act as an effective advocate, while remaining true to the focus of the organization: to serve all children with disabilities.

Currently, I am arranging a Divisional Conference on Diversity Standards for April 2000 before the national CEC Convention. Gathering the divisions together is just one initiative focused on providing for children with disabilities from all backgrounds.

Member-at-Large (Canadian), 2001-2004

Lynn Ziraldo

Education Director, Learning Disabilities Association, York Region, Ontario

Background

Lynn Ziraldo is the education director of the Learning Disabilities Association, York Region. Her responsibilities include providing training in all aspects of learning disabilities, board development, volunteer administration, and strategic planning. In addition, Ziraldo has led training sessions throughout Ontario on behalf of the Ministry of Education and presented at numerous conferences.

A CEC member since 1981, she is currently a member of the CEC Governance Standing Committee, executive advisor to the Ontario Federation, executive member of the York Chapter, and executive member of the Ontario Subdivision of Learning Disabilities. She also represents Ontario for the Canadian Council for Exceptional Children. Previously, she served as Ontario Federation member-at-large, vice president, president elect, president, and governor. She was also a member of the Governance Restructuring Task Force.

Leadership and Diversity Statements

As a member of the CEC Board of Directors, I would work to build consensus among all established stakeholders, establish goals and objectives to develop strategies that are time specific and manageable, and be a strong advocate for persons of all disabilities. To this position I bring a major understanding of diversity issues and needs, as I have been involved with other cultures, i.e. Chinese and Italian, in my advocacy and training role.

I understand the various needs and methods of addressing the needs of children from diverse backgrounds. Therefore, I would work toward standardizing education as policies and practices sometimes work to teach all children the same way regardless of special needs. Throughout my career, I have been on a timeless, personal journey to fight for the rights of all children, especially those who are disadvantaged. To this charge

I bring my interpersonal skills, problem-solving skills, and a high energy level.

Appointed Positions to the CEC Board of Directors

The Board of Directors appoints the positions of treasurer and Student CEC representative. Following are the nominees for these positions.

Treasurer

Stan Dublinske

Senior Advisor for Planning and Governance, American Speech-Language-Hearing Association, Montgomery Village, MD

Background

As senior advisor for planning and governance at the American Speech-Language-Hearing Association, Stan Dublinske provides leadership on strategic planning and governance operations for ASHA's executive board, legislative council, and national staff. In addition, Dublinske has held several senior positions in the association.

A CEC member since 1967, Dublinske has served as treasurer for the CEC Board of Directors, on the CEC Governance Study Task Force, and Professional Standards Committee. He has been president, governor, president elect, and treasurer of DCCD.

Leadership and Diversity Statements

As a Certified Association Executive, I am aware of the processes necessary to operate an association in an efficient and effective manner and the steps to developing a knowledge-based association. With my background in association strategic planning, governance, and developing governance operational procedures, I can assist the board in becoming the primary CEC decision-making body while ensuring that members and units are involved in the governance process. I also have experience in seeing a Representative Assembly become a body that identifies issues, as well as ensuring that the board uses this information for CEC's initiatives, outcomes, and strategies.

As treasurer, my experience in assisting the development and management of a $28 million association budget and responsibility for managing a departmental budget that is larger than 75 percent of the national associations would be an asset.

As an association leader for 25 years, I have been responsible for promoting, facilitating and accepting diversity within the workforce and the association's membership. As a member of the CEC Board of Directors, I will promote diverse and inclusive practices for all professionals and the students they serve as related to race, ethnicity, gender, age, sexual orientation, disability, appearance, religion, geographic location, or professional level.

Student CEC Representative

Christine Ann Christle

Doctoral Candidate, University of Kentucky

Background

Christine Christle is a doctoral candidate in special education and rehabilitation counseling at the University of Kentucky. Her duties as a graduate assistant include revising and developing content for the department's Web site and working with faculty in planning, developing, and delivering courses to undergraduate and graduate students. Before entering graduate school, Christle was a special education resource teacher and a teacher counselor.

Christle has been a member of Student CEC at the University of Kentucky during her undergraduate, masters and doctoral programs.

Leadership and Diversity Statements

My leadership skills would contribute to the on-going success of CEC, because I am interested in program policy and systemic improvement. I advocate long-range strategic planning and self-evaluation. I believe in collaborative partnerships, and in my past experiences on various types of boards I have collaborated with people from diverse backgrounds and multiple organizations. Recently, I have collaborated with several of my professors on writing projects and presentations focused on individuals with disabilities and teacher training. I have also collaborated with fellow graduate students, special education, and general education teachers on projects working directly with students and on projects training teachers, administrators, and school staff to improve educational outcomes for individuals with exceptionalities.

During my employment with the public school system in St. Croix, I worked with students from the following ethnic groups: African American, West Indian, Hispanic, Middle Eastern, Asian, and Caucasian. I learned to look at each person individually, to discover the cultural and ethnic influences that affect each person, and to integrate these influences into strategies to improve the educational and social outcomes of these students with exceptionalities.

Gregory Pennerman, Jr.

Bethune-Cookman College, Daytona Beach, FL

Photo Not Available

Background

Gregory Pennerman, Jr. is a student at Bethune-Cookman College. He has accumulated approximately 100 hours observing and interacting with students in various age-level special education classrooms.

As president elect of the Bethune-Cookman College Student CEC chapter, Pennerman spearheaded a membership drive that resulted in the registration of 40 new and lapsed members. He will succeed to president next year. He has presented at various local, national, and international conferences on education initiatives for children with exceptionalities.

Leadership and Diversity Statements

I believe in leading by example. When I make the effort to collaborate and communicate information effectively, it motivates individuals to want to participate in activities. I don't request anyone to do anything that I wouldn't be willing to do myself.

I was raised in one of the most diverse cities in the country and interacted with many individuals of different cultures and ethnicities. I believe this background will provide me with the ability to relate to different cultures and be sensitive and aware of their needs and differences.

Principals, *from page 1*

abilities must continue to receive education services when suspended for more than 10 days or if expelled from school. IDEA provides further safeguards for students with disabilities with the "stay-put" provision, which states that students with disabilities have the right to stay in their current educational setting during any due process or judicial proceedings that follow the initial disciplinary removal. (For a more complete summary of IDEA's discipline provisions, see the CEC Web site, cec.sped.org.)

The GAO surveyed 465 public middle and high school principals and had a response rate of 60 percent. While the response rate was too low for GAO to produce estimates that are nationally representative, GAO says that the size and geographic location of the responding schools were generally similar to schools in the sample. GAO also conducted site visits to gain a broader perspective on the implementation of IDEA's discipline provisions and targeted areas where the provisions were reported to be of significant concern.

As CEC has continuously supported IDEA's discipline provisions that protect the rights of students with disabilities, we were pleased with the results of the GAO study. However, CEC notes that there is still work to be done. The fact that suspension is so widely used to discipline students shows that improvement must be made in the area of positive behavior interventions. We must give educators more tools to help students control their behavior, and we must provide training so teachers can learn techniques that have been proven effective.

Report Highlights

Extent and Effect of Serious Misconduct in Schools

About 81 percent of the schools responding to the survey experienced one or more incidents of serious misconduct in the 1999-2000 school year. Most incidents of serious misconduct were acts of violent behavior, generally fistfights. Incidents involving firearms were rare.

Although the number of incidents was greater among general education students, special education students had a higher rate of serious misconduct than their general education counterparts. For every 1,000 general education students represented in the survey, there were 15 incidents of serious misconduct; for every 1,000 students in special education, there were 50 incidents of serious misconduct.

Percentage of Principals Reporting Serious Misconduct during the 1999-2000 School Year by Incident Type and Student Category

Type of serious misconduct	General education students	Special education students	All students
Violent behavior	61	53	66
Drugs	53	32	56
Weapons	34	22	41
Firearms	8	2	10
One or more types	77	64	81

** Because any one incident can involve both general and special education students, the columns cannot be added. They are three separate measures.*

The most common effect of serious misconduct was a disruption in student learning. Another effect was that administrators and teachers had to spend an undue amount of time responding to the misconduct. Some principals also reported that IDEA-related discipline processes were burdensome when compared with procedures for disciplining non-disabled students and that IDEA's processes had a negative impact on efforts to meet learning standards.

Disciplinary Measures

Regardless of student status, about 60-65 percent of students who engaged in serious misconduct were given short-term out-of-school suspension.

The percentages of general education and special education students who were suspended from school and/or placed in an alternative educational setting were 15 and 17 percent, respectively.

Few students were expelled. A large majority of students in special education who were expelled were provided with educational services after the expulsion. About half of general education students received education services after expulsion.

Principals reported to the police or juvenile justice system similar portions of general (28 percent) and special education (34 percent) students involved in serious misconduct.

IDEA Allows Schools to Maintain a Safe Environment

IDEA appears to play a limited role in schools' ability to properly discipline students. However, a majority of the schools in the survey also operate under one or more local special education discipline policies that provide additional protections for students with disabilities. Principals rated most negatively the local policy preventing

Type and Frequency of Disciplinary Action by Student Category
Numbers in percent

Type of disciplinary action	General education students	Special education students
Removal from school grounds	6	9
In-school suspension	8	10
Out-of-school suspension	64	58
Expulsion	9	6
Placement in alternative educational setting for up to 45 days	6	11
Other disciplinary action/ action pending	8	6

Continues on page 13

TAKE IT FOR granted

Toyota USA Foundation: The foundation funds K-12 education programs, especially in the area of mathematics and science. Deadline: None. Eligibility: Institutions of higher education, community colleges and vocational or trade schools, and nonprofit organizations. K-12 public and private schools may not apply directly but may be the recipient of an independent nonprofit agency's funding request. Contact: www.toyota.com, click on "news/corporate information."

NEA Fine Arts Grants: The National Education Association's foundation offers grants to local NEA affiliates to create and implement fine arts programs that promote learning by at-risk students. 10 awards of $2000 each will be made. Eligibility: NEA affiliated organizations. Contact: The NEA Foundation, www.nfie.org.

CVS Corporation: CVS focuses its philanthropy on health initiatives, educational programs, and community outreach. Recipients may receive up to $150,000. Deadline: September 30. Eligibility: Nonprofit organizations in 24 states in which CVS has locations. Contact: CVS Community Relations Department, www.cvs.com.

New ERIC Digests Available

The following new ERIC EC Digests have been posted online. See http://ericec.org/digests/prodfly.htm for the full text of each.

Creating Useful Individualized Educational Programs (IEPs): E 600

Infusing Multicultural Content into the Curriculum for Gifted Students: E 601

Youth Aggression and Violence: Risk, Resilience, and Prevention: E 602

The Warning Signs of Learning Disabilities: E 603

Assessment of Culturally and Linguistically Diverse Students: E 604

Special Education Eligibility The Individualized Family Service Plan (IFSP): E 605

Top Ten List for the 2001 CEC Annual Convention & Expo

CEC is "going to Kansas City!" We've put together this "top ten" list of things to do at the convention to help you get the most out of your convention experience:

1. You're ready to learn, and we have more than 600 sessions to choose from! Discover new approaches and investigate successful strategies. Find great ideas that work for all your students. For more in-depth instruction, attend a convention strand, a series of four to six sequential sessions to address a specific topic. CEU credits can be earned by attending all sessions in a strand. **For a complete listing of convention sessions by topic area, visit the CEC Web site at www.cec.sped.org.** The convention also offers 20 pre-convention workshops covering some of our most-requested topics. One is sure to interest you! For a look at innovative education programs in action, sign up for a site visit. There are eight tours available.

2. Don't miss our Keynote Speaker, Beverly Sills, Wed., April 18, 5:00-6:30 p.m. A mother of two children with disabilities and a leading spokesperson for the arts in America today, she is the chair of the Lincoln Center for Performing Arts. She has earned the distinction of being one of the world's favorite speakers.

3. Visit the CEC Expo! With more than 300 exhibits, it's THE place to obtain the latest information about new, effective, and innovative teaching materials, resources, professional development programs, and technology products. Talk to exhibitors, preview a wide array of materials and services, view demonstrations, and much more! The popular **Red Zone Tech Zone** features the most recent technologies for special populations. CEC's Web Center offers expanded hands-on instruction in the technologies you need to know.

4. At Your CEC Resource Center, browse through new materials featured in CEC's spring catalog, check out the divisions' publications and activities, and view exhibits from the ERIC Clearinghouse on Disabilities and Gifted Education, the National Clearinghouse for Professions in Special Education, and our special projects including the CLAS Early Childhood Institute, Association of Service Providers Implementing IDEA Reforms in Education (ASPIIRE), and IDEA Local Implementation by Local Administrators Partnership (ILIAD).

5. Looking for expanded career opportunities? Visit CEC's Career Connections! Bring your resume, your interview suit, and your brightest smile for on-site interviews with recruiters from all over. Career Connections also features information on career opportunities, and this year's Recruiters' Showcase is a must see! (See page 11 for more information on the Recruiters' Showcase.)

6. Celebrate our successes! On Friday, April 20 at 1:30 p.m., CEC will honor recipients of CEC's Professional awards, CEC Unit Awards, and Student CEC Awards. The 2001 Yes I Can! Awards will also be presented at this time. On Saturday, April 21, join us for CEC's annual Teacher of the Year Luncheon, recognizing our teachers who exemplify the best in special education (ticket required).

7. After a day of attending sessions and workshops, Kansas City provides many opportunities to unwind! First time visitors are amazed at the diverse attractions they find in this midwestern treasure. Skyscrapers, swinging jazz, fantastic food, fascinating mu-

Continues on page 11

Visit the Recruiters' Showcase at Convention

In this dynamic presentation, you can learn about the different school districts' job openings, states' geographic locations, benefit packages, incentive programs, environment, diverse populations, and more. The Recruiters' Showcase is a "must see" for any one thinking about a new job!

Following are some of the schools and organizations participating in the Recruiters' Showcase. For a preview, visit their Web sites!

- **Teach now.la.org — Opportunity in LA County Schools,** Los Angeles County Teacher Recruitment Center, www.lacoe.edu.
- **Job Opportunities in Garden City, Kansas Unified School District No. 457,** www.gckschools.com.
- **Focus on Special Education in Los Angeles,** Los Angeles Unified School District, www.teachinla.com.
- **Launching a Successful Online Teacher Recruitment Campaign,** Teachers-Teachers.com, www.teachers-teachers.com.
- **An Introduction to the American Institutes for Research,** American Institutes for Research, www.air.org.
- **2001: A Space Oddity,** Gwinnett County Public Schools, www.gwinnett.k12.ga.us.
- **Where the West Begins: Quality Education/Quality Lifestyles,** Southwest Kansas Area Cooperative District No. 613, www.skacd.com.
- **A Taste of Alaska!,** Special Education Service Agency, www.sesa.org.□

Convention Top Ten, *from page 10*

seums, and some of the best shopping anywhere are all part of Kansas City's allure. Kansas City has it all!

8. There's a full student program. In addition to attending sessions, visiting the Expo, checking out Career Connections, and participating in SCEC governance activities, don't forget the Student CEC Dance on Thursday night and the special SCEC/DISES/CEC-PD co-sponsored session with Jose Adolfo Herrera Aguirre from Bogota, Columbia. Stop by the Student Spot for information and details about convention activities and to leave messages and meet your fellow students.

9. Meet the candidates for the CEC Board of Directors. This year, for the first time in CEC's history, there will be a membership-wide election for the Board of Directors. Candidate speeches will be made during the Representative Assembly. All convention attendees are invited to attend this session as well as the Meet the Candidates and Leadership Coffee. See the insert in this issue of *CEC Today* for candidate profiles. Ballots will be circulated to CEC regular and student members after the convention.

10. Top off your convention experience by attending the 2001 CEC Gala on Saturday night. There will be dinner, dancing, great door prizes from the Missouri, Kansas, and New York federations, and as always, it will be lots of fun! Come early — CEC's 4th Annual Silent Auction, with proceeds benefiting the Foundation for Exceptional Children, begins just before the gala.

Add "comfortable shoes" to your packing list — you'll need them for this busy convention! Need a registration form or a brochure? Contact CEC's Constituent Services Center at 888/232-7733 (toll free), 703/264-9446 (TTY), 703/264-9494 (fax), or service@cec.sped.org. For the latest convention updates, visit the CEC Web site at www.cec.sped.org.□

EXTRA credit

Get Paid to Go to College: MeritMoney.com has a new Internet site that matches high school students with a 3.0 or higher with colleges that offer academic scholarships. Contact: www.meritmoney.com.

Braille Readers Are Leaders Contest: The National Organization of Parents of Blind Children and The National Federation of the Blind are sponsoring a contest to encourage blind children to read more Braille. Prizes of $75, $50, and $25 will be given for 1st - 3rd in each category. Contact: www.nfb.org.

Sallie Mae Offers Financial Aid Web Site: wiredscholar.com is an online financial aid resource for students, parents, and guidance professionals. Contact: 202/775-0200 or www.salliemae.com.

Earn Money for Your School: STAT PLEDGE encourages alumni, fans, etc. to contribute to their school based on the on-field performance of their sports teams and academic achievement. Contact: Robert Zion, 216/771-3620 or 216/486-3772.

New Video — *Discover IDEA: Supporting Achievement for Children with Disabilities*

This 15-minute video presents an overview of the new provisions in IDEA to support achievement for children with disabilities. The video lets you hear from educators, administrators, family members, and children themselves across the nation who attest to the impact of IDEA in ensuring that children with disabilities learn and achieve to their potential.

Order your copy of *Discover IDEA: Supporting Achievement for Children with Disabilities* (including a package of 20 *Discover IDEA* brochures) from CEC. The video is also closed-captioned in Spanish with brochures in Spanish.

Contact CEC at 888/232-7733. $24.95

Teaching Social Skills in Inclusive Classrooms

BY BETTY HERROH AND KAREN BARNES

Michael is a 5th grade teacher who has five students with disabilities in his class of 25. He agrees with Margo, his special education co-teacher, that social skills are important but finds that the demands of the standards-based curriculum have him fixating on academics. Margo feels good about the individual behavior support she provides her special education students but is concerned that she is putting out fires rather than being proactive and teaching needed social skills.

While teachers may feel overwhelmed with the demands of what to teach and when, students with and without disabilities benefit from social skills instruction and accrue life-long benefits from such instruction. Social skills include personal coping skills and interpersonal skills that are needed to form and maintain relationships in school, the home, and the community.

A good strategy is to integrate social skills training across the curriculum in general education classes. We suggest that teachers look at the whole class, take a few days, and then decide which skills are needed most. The social skills objectives on students' IEPs may be appropriate for the whole class. Collaborating teachers may want to review the objectives and brainstorm ideas for integrating social skills into their classroom. Some teachers may want to check their state or district programs as well.

School-Wide Programs

Your school may have adopted a program that supports your efforts to integrate social skills across the curricula. Many schools are examining practices related to establishing "safe schools" and are creating programs for conflict resolution, character education, values education, and practical living. These programs emphasize learning styles or multiple intelligence theory and provide an invitation to explore individual social/emotional development. Service learning projects, which some schools are implementing, provide opportunities to develop empathy.

In the Classroom

General Structure

Even if your school has not developed a school-wide plan for teaching social skills, numerous strategies exist that you can implement in you classroom. Some that are most effective are:

- **Top Five Rules.** Broad rules establish structure for interactions and should be applicable to a variety of interactions. Students should be engaged in suggesting rules, telling why a rule would be important, and help decide which ones may apply to several situations.
- **Model problem solving by brainstorming rules, cooperatively selecting the best ones, and making a group decision as to the top five rules.** For example, a rule might be "Respect others." The rule is positively stated, short, and applicable to a number of situations.

The vocabulary of the rule can be discussed. For example, what is respect? How do we show it? What is disrespect? When does disrespect become harassment? What should you do when someone is disrespectful to you? Again, brainstorm some possible choices of behavior. Exploring positive and negative examples helps children understand expectations and why some choices are better than others. This procedure also models for students the importance of stopping to think and making choices. (Character/Values Education)

Stress Management Exercises

Teach your students stress management exercises and have them practice them in non-stressful situations. That makes it easier for students to use them when tense situations occur.

- **Belly Breathing.** The students lie on their backs with a book on their abdomens and are directed to attempt to raise the book as they inhale. Students can practice deep breathing standing or sitting. The technique is used to relax and focus after transitioning to a new activity. (Stress reduction)
- **I'm Cool.** Students identify stressful situations and brainstorm possible positive statements that could be used. The statements are posted as reminders when stressful situations occur. For example, students are encouraged to use the statements while preparing for an important test or giving a presentation. (Self-Management)
- **Say Something Good.** Students are encouraged to write/say one good thing about each peer. When under stress, students can read posted reminders of the good or talent that others see. (Self-Awareness)

Classroom Instruction

You should also teach social skills within the curricula. Some examples include:

- **This Land Is My Land**. The class selects and implements a community service project that requires planning and the involvement of all students. For example, greeting cards are recycled by the class throughout the semester or year for use by residents in a nursing home. (Service Learning)
- **Integrated Lessons.** Social skills are incorporated into the learning activities in math, language arts, or history. For example, problem solving in math can be related to social problem solving. Data with social or ecological implications can be researched, charted, and discussed.
- **Bibliotherapy/Children's Literature.** Such selections are easy reading for older students, who may be learning new social concepts. Books may deal with being disabled and feeling different, feelings of being excluded or not belonging, teasing, conflict resolution, making friends, and so forth. Some books may be taped or on tape for blind or dyslexic readers. Of course, now

Continues on page 13

Principals, *from page 9*

suspension of a student with disabilities for more than 10 cumulative days in a school year. Other local discipline procedures that differ from those of IDEA are

- Schools are required to provide services to the student throughout the suspension period, and
- Schools are required to determine whether a student's behavior was a manifestation of his or her disability whenever suspension is being considered.

In contrast, IDEA allows schools to suspend special education students for more than 10 cumulative schools days in a school year and requires neither of the latter two policies listed above for all suspensions.□

IDEA and Key Disciplinary Actions

IDEA allows principals to...	**IDEA does not require principals to**
Suspend a special education student for more than 10 cumulative school days during the school year.	Provide educational/support services to special education students every day of suspension.
Recommend expulsion for a special education student engaging in serious misconduct.	Conduct a manifestation determination each time school officials consider suspending a special education student.
For weapon or drug offenses, place a special education student in an alternative educational setting.	Conduct an IEP meeting every time school officials consider suspending a special education student.
Suspend a special education student who engages in serious misconduct if the conduct is not a manifestation of the student's disability.	

Social Skills, *from page 12*

screen readers and text readers may help readers with disabilities take more interest in a story with a message. (Empathy, Perspective)

- **Unfinished Story.** A vignette is started that presents a problem. Various students may contribute their solutions or tell how they think the story should end. The group can decide collaboratively why some choices might be better than others. (Perspective, Analysis, Collaboration)
- **Card Draw.** The student draws a card off the stack. The card may call for depicting an interaction (select others to help demonstrate), deciding what to do in a situation, or analyzing an interaction/interpersonal problem or the behavior of someone. Allow for evaluation or input from observers — are there any other suggestions or ideas? (Problem Analysis, Decision Making, and Listening)
- **Reflective Journal.** Students keep reflective journals in which they describe their reactions to a class, subject, or school experience. For example, students maintain a journal in American literature class in which they describe their reactions to readings. (Self-Awareness)
- **Walking in Their Shoes.** Articles from the newspaper can be used to initiate a discussion to explore how various people involved in the story are affected by the situation. For example, using the story of a home burglary, students explore the reactions and feelings of family members, neighbors, the perpetrators and their families, and police. (Empathy)
- **Behavior Bingo.** Students get a board that has positive behaviors identified in each grid, such as raising a hand to respond to a question. The student marks the board when a behavior is performed. (Interpersonal Skills)□

Betty Herron is a professor at Cumberland College, Williamsburg, Ky. Karen Barnes is a graduate student at Grand Valley State University, Allendale, Mich.

American Teacher Awards

Nominate yourself or a colleague for Disney's American Teacher Awards. Thirty-three teachers will be recognized for excellence and creativity in teaching. The honorees receive $10,000. The most outstanding teacher will receive $25,000. For information, go to http://disney.go.com/disneylearning/ata/bio/anders.html.

Special Moments in Special Ed

A friend of mine was being observed during student teaching. She had to teach the concept of decimal places, so she chose tangerines for her anticipatory set. She gave each student two tangerines, one peeled but whole and the other peeled but divided (tangerines divide into 10 pieces evenly). She was working in the Content Mastery Lab at the time and turned her attention to incoming students. She spent about two minutes getting the incoming students ready to work then turned back to her group of students. The students had eaten EVERY tangerine she had placed before them! The evaluator was laughing so hard she started crying! This teacher continued her lesson trying to say, "If you remember before you ate the tangerines, they were divided into 10 pieces...." She learned to never turn your back on students with peeled tangerines right before lunch!

--Dina Scardamalia, via e-mail

Send in *Your* Story to
CEC-Today Editor
1110 North Glebe Road
Suite 300
Arlington, VA 22201

or lyndav@cec.sped.org.

School Reform, Higher Standards and Inclusive Practices. Can they Co-Exist?

BY MATTHEW J. GIUGNO

Since 1995, New York State has embarked on three reform efforts never attempted before and certainly not all at the same time. With a focus on higher standards for all students, the 1997 amendments to IDEA, and a commitment by the New York State Board of Regents to upgrade certification requirements for teachers, our entire education community is challenged to rethink the preK-16 continuum.

These reforms offer a unique opportunity to ensure that students with disabilities are included in these reforms as they develop and not as an afterthought or an add-on. The IDEA amendments require much more accountability for states, school districts, professionals, and parents to ensure that students with disabilities have an opportunity to participate in the general education curriculum.

Education Reform Efforts

In general education, the list of reforms that directly affect students with disabilities include:

- Eliminating the "minimum competency" high school diploma.
- Requiring that all students who will graduate will earn the high standard "Regents' Diploma."
- Requiring that all courses be related to Regents' level work and prepare all students for the more rigorous performance-based Regents' examinations in grades 9-12.

Clearly, with the requirement that all students participate in the more challenging higher standards courses and a federal requirement that students with disabilities participate in the general education curriculum, we can no longer rely on special education programming that places students in self-contained environments and hopes for the best.

At the same time, our general education colleagues, facing preK-12 reform in the content areas (especially in English/language arts, math, and the sciences) and the method of assessing students, face the additional stress of being accountable to the public for student performance. Student performance, including those with disabilities, is now the responsibility of the K-12 staff.

Federal requirements under IDEA tighten up accountability to include the performance of all students, including those with disabilities, into all state testing programs and to report those results together.

Reform in the Schools

With the current emphasis on students with disabilities participating in the general education curriculum and on higher performance standards, states, school districts, IEP teams, parents, and other educational professionals must be willing to work together. The following requisites need to be present in school districts and in each building if students with disabilities are to be effectively included in general education classes:

- Support all students meeting the higher standards.
- Provide administrative support for these efforts.
- Align staff development efforts to support K-16 reform.

Strategies to ensure that students with disabilities participate meaningfully in the general education curriculum include:

- Begin at the earliest age.
- Broaden the expectations of the spectrum of students participating in general education classrooms.
- Involve special educators in reform efforts as schools begin to adopt changes (not in reaction to them).

The Role of Universities

The role and responsibilities of higher education institutions in preparing teachers (and other professionals) to work in this new environment cannot be underestimated. Given the market pressures to produce teachers who can work with a diverse population of students, we can no longer be satisfied with teachers who are narrowly prepared in one area.

Many higher education institutions in New York have modified or developed programs that prepare teachers to work with diverse student populations. For example, some have created "inclusive" programs that combine general and special education at the undergraduate level. Others have developed undergraduate/graduate combinations that give students an undergraduate major in a content area and then a special education graduate degree in five years.

The reforms in general education preK-12, special education, and teacher certification/teacher preparation programs have given us an unprecedented opportunity to ensure that all students, regardless of ability, have access to curriculum and, in time, teachers who can work with diversity. With the evolving nature of how we provide special education services to students with disabilities, moving away from a reliance on "self-contained" environments and viewing special education as a service and not a "place," we need all the players in the system to work together collaboratively. Higher education, pre-kindergarten, elementary, middle, and secondary education must become partners with parents to ensure that student participation is meaningful with the goal a high school diploma. Those few students with disabilities who cannot meet the higher standards due to the severity of their disability also must have a meaningful level of participation.

The answer to the question posed in the title is clear. School reform, higher standards, and inclusive practices must co-exist if we are to truly believe that special education has a valuable mission in the public schools of the 21st century. □

Matthew J. Giugno is an associate in staff development at the New York State Education Department, Office of Vocational and Educational Services for Individuals with Disabilities.

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TBI, *from page 5*

Assessment

Often the traditional assessments performed for a child with a disability will be inadequate for students recovering from TBI. First, many consider an evaluation by a neuropsychologist vital. Neuropsychologists specialize in brain functioning and can give more comprehensive information about how the injury will affect the child in the classroom than a school psychologist, according to Tyler. For example, neuropsychologists will provide information on the child's ability to problem-solve, to learn on repeated trials, how he or she will do if distractions are present, and if the child can perform motor or processing tasks easily.

This information is combined with that of other rehabilitation professionals (occupational, physical, and speech therapists), nurses, teachers, and social workers. Input from the child's parents is also critical, as they know how the child performed before the accident and of any difficulties the child is experiencing now.

Also, assessments must be done much more frequently for children with TBI. Some recommend yearly testing. Children who have been recently injured may need to be tested even more frequently. In just 3-6 months, a child with TBI may perform at a completely different level than when they were tested at the hospital, says Tyler. To determine just how frequently to test, educators must stay abreast of how rapidly the child is changing. The teacher is often the one to monitor the child's progress.

In addition, educators must be aware that formal assessments for a child with TBI can provide misleading information. For instance, the child may score well on a standardized assessment but be unable to perform in the classroom.

Developing an Education Program for Children with TBI

Though many of the instructional strategies special educators already use will apply to their students with TBI, they will need to take some additional steps for these students. For example, because of the complexity of treatment for these children and the rapid changes they make physically and educationally, it is essential that a case manager oversee the child's education program. The case manager will need to ensure regular communication occurs between the child's parents, medical personnel including the neurologist and rehabilitation personnel, any outside therapists the child is seeing, social workers, and school staff. The case manager will also monitor the child's academic and social progress and ensure the IEP team meets and updates the IEP as needed.

As mentioned above, the educational needs of child with TBI will change quickly after the injury. Therefore, the child's IEP goals and objectives must be developed initially for achievement over short periods of time, 4-6 weeks, rather than six months to a year as is traditionally done. Likewise, the child may need more frequent assessments than other children with disabilities.

When working with children with TBI, the special education teachers' primary task is cognitive rehabilitation. As with their other students, teachers will work to improve the child's deficits and teach the child how to compensate for skills he or she may never regain. Thus, the teacher may need to help the child re-learn how to do things that came naturally before the accident, such as how to gather information from a passage or take a test. For skills the child will never recover, such as memory, the teacher will need to teach the child coping mechanisms, such as using a planner, a tape recorder, or other organizational aid.

When helping children with TBI regain social skills, teachers may need to adapt traditional behavior modification techniques. Because the child may not have memory skills and/or lack the ability to determine cause and effect, any behavior modification plan must be concrete and short-term, recommends Tyler. For example, the child may have lost the knowledge that one is to be quiet in a library. To teach that behavior, the teacher must rehearse the behavior with the child, talk about it, and provide clear guidelines as to what is expected and the consequences of incorrect behavior.

"The teacher will need to spend more time on antecedents verses consequences if the child does not cooperate," says Tyler. "The child with TBI often will have impulse control problems. It takes concentrated, intensive effort (for the child) to learn behavior."

Another factor educators must consider when working with students with TBI is their physical protection. Whether because of loss of balance, impaired judgment, or an increase in impulsive behavior, these children are prone to additional head injuries. Therefore, teachers will need to closely supervise these children on the playground, may need to arrange for them to change classes when the halls are less crowded, or, if conditions warrant, to wear a helmet at school.

Finally, collaborating with the parents of a child with TBI is vital. They know how the child functioned before and after the accident, and they can provide valuable information on the child's mental state.

How Do I Identify a Child with TBI?

If you think you know a student with TBI, you should check the student's history. If the student's medical records don't mention a brain injury, ask his or her parents. They may remember that the child took a hard fall as a toddler, which could be affecting the child's learning progress now. The parents and teacher should see if the child's learning patterns changed after the accident. Information about a child's head injury should be passed on from year to year along with educational strategies that have proven successful. □

CALENDAR OF CEC events

april

April 18-21, 2001
CEC Annual Convention & Expo. Kansas City, MO. Contact: CEC, 1110 N. Glebe Rd., Suite 300, Arlington, VA 22201-5704, 888/232-7733, conteduc@cec.sped.org.

may

May 3-4, 2001
LCCE Regional Training, San Diego, CA. Contact: CEC 1110 N. Glebe Rd., Suite 300, Arlington, VA 22201-5704, 888/232-7733, conteduc@cec.sped.org

june

June 22-24, 2001
CEC-Franklin Covey Workshop: 4 Roles of Leadership. Chicago, IL. Contact: CEC, 1110 North Glebe Road, Suite 300, Arlington, VA 22201-5704, 888/232-7733, conteduc@cec.sped.org

october

October 4-5, 2001
DLD Annual Conference, "Bridging the Gap Between Research and Practice." San Antonio, TX. Contact: Charles Hughes, Penn State University, 227 Cedar Building, University Park, PA 16802, 814/863-1699, FAX 814/863-1002, CAH14@psu.edu.

October 4-6, 2001
CCBD International Conference on Programming for a Diverse Population of Children and Youth with Emotional/Behavioral Disorders. Atlanta Airport Hilton and Towers, Atlanta, GA. Contact: Lyndal Bullock, University of North Texas, PO Box 310860, Denton, TX 76203, 940/565-3583 (O), FAX 940/565-4055, bullock@tac.coe.unt.edu.

October 11-13, 2001
DCDT 11th International Conference, "Transition: Exploring New Frontiers." Denver Marriott City Center Hotel, Denver, CO. Contact: Ann Pearce, Colorado Dept. of Education, 201 E Colfax Ave., Rm. 300, Denver, CO 80203, FAX 303/866-6811, pearce_a@cde.state.co.us.

October 25-27, 2001
CEDS 2001 Topical Conference. Hotel Montelleone, New Orleans, LA. Contact: Sandra Latchford, 60 Surrey Crescent, Fredericton, NB E3B 4L3, Canada, 506/453-3515, FAX 506/453-4765, sandral@unb.ca.

november

November 7-10, 2001
California Federation Conference, Bahia Resort Hotel, San Diego, CA. Contact: 916/443-3855, e-mail: marion@details2.com

december

December 1-5, 2001
2001 Annual International DEC Conference. Boston Marriott Copley Place, Boston, MA. Contact: DEC Conference Office, 3 Church Circle, Suite 194, Annapolis, MD 21401, 410/269-6801, FAX 410/267-0332, office@gomeeting.com.

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Vol. 7 No. 8
April 2001
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Life-Skills for Students With Disabilities

May 3 - 4, 2001
Holiday Inn on the Bay
San Diego, Calif

Life Centered Career Education (LCCE) prepares students to function independently and productively as family members, citizens, and workers. This seminar teaches educators how to integrate the LCCE curriculum in their school's current curriculum.

You will learn how to:
- Use LCCE units to satisfy IEP and transition plan requirements.
- Collect ideas to access community resources.
- Employ strategies to engage parents in planning.

To register, call 888/232-7733 or www.cec.sped.org.

Don't forget to vote for the CEC Board of Directors, April 16 - May 21, 2001

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CEC Calls for Full Funding for Special Education Now!

CEC is moving full steam ahead to secure full funding for special education. The Council recently expanded its campaign, Guaranteed Full Funding for IDEA, to secure 40 percent of the cost of the Individuals with Disabilities Education Act (IDEA) from the federal government. It is calling on the 107th Congress and the administration to pass legislation this year that guarantees full funding for IDEA within six years or no later than FY 2007.

Deborah Ziegler and David Egnor of the CEC Public Policy Unit review strategy for CEC's Guaranteed Full Funding for IDEA campaign.

CEC is also calling on Congress and the administration to secure increased funds to promote personnel preparation, research, and other national activities that will improve educational results for children and youth with disabilities, as well as provide additional funding for pre-school grants and early intervention programs for infants and toddlers.

To achieve these goals, CEC is implementing a multi-faceted attack, which includes

Continues on page 9

After School Programs Are for Students with Exceptionalities Too!

Though after school programs have been around for years, recently they have grown in popularity in all areas of the country — and with good reason. With more parents working, they are scrambling to find supervision for their children from 3:00 - 6:00 p.m. Plus, research is showing that well-run after school programs, particularly those that include an academic component, are resulting in increased attendance in school, enhanced social skills, and improvements in academic achievement, as well as preventing juvenile crime.

As after school programs proliferate, more and more children with exceptionalities are participating. Indeed, after school programs can provide a positive environment in which children with disabilities can thrive, as these programs often offer hands-on experiences and a freer atmosphere than the typical classroom. Likewise, children with gifts and talents can find that after school programs provide enrichment activities that allow them to explore their interests.

The Need

The need for after school programs is high. At least 8 million children — and up to as

Continues on page 5

Joanna Gallagher Breaks the Cycle of Violence in Her Class Behind Bars

BY CAROLYN COSMOS

The door to Joanna Gallagher's classroom is locked. It will stay locked all day. Her personal alarm system, embedded in the ceiling, is checked each morning. If it doesn't work, she doesn't teach. "The state of California is required to educate juveniles in prison — so I go to prison to work every day," she explains.

That work takes her into a high school within the walls of the Herman G. Stark Youth Correctional Facility where she teaches English and victim awareness classes and has developed an award-winning approach to helping youthful offenders understand the impact of their crimes on their victims. She calls it the VICTORY program.

An "intermediate security" facility, the Stark Youth Correctional Facility houses, and tries to counsel and teach, 1,200 18- to 25-year-old men, three-quarters of them from Los Angeles city gangs. It's the largest facility of its kind in the United States.

Because California is trying to keep juveniles out of prison, institutions such as Stark are "now saved for the worst of the worst," Gallagher observes. There's one exception: Young murderers are being sent to adult prisons, reducing the proportion of killers in her classes from "nearly 50 percent" of her students a few years ago to "two or three" per class this year.

Roughly 20 percent of her students are sex offenders, she estimates. "The class I just taught had two rapists in it." And half of those in her classes are committed for drug-related crimes. She believes she can reach many of the students she teaches, perhaps 50 percent, sparking empathy in them or motivating change, although about a quarter to a third suffer from serious psychological deficits.

Planting Seeds

Gallagher teaches her students to look at the violence and abuse in their own families. She confronts them with the mothers of their victims, brings mentors and former Stark students into their lives, teaches them parenting skills, and insists they drop their prison IDs into a small coffin she keeps at the front of her room.

"The coffin is a reality check," she says. "They hate it. I tell them, 'You have three choices. You can quit [your life of crime], go to jail, or die. You're already in jail. This is your other option.'"

The family focus is critical, she says. "All of the sex offenders in my classes were sexually abused as a child. And many of the young men not incarcerated for sex crimes have also been sexually abused," she says, adding, "I've never had one student here who was not [in some way] abused. In my experience it has been 100 percent."

Breaking the cycle of violence is the backbone of her program, she states. "It is my belief that until our young people can stop the violence they commit against the ones they love, strangers don't stand a chance."

Encouraging Growth

Gallagher's program uses concepts from John Bradshaw, author of *Reclaiming Your Inner Child*. Students learn Bradshaw's "basic needs," such as the need for structure, security, and self value. The approach is concrete and hands-on, based in exercises, role playing, and experiential learning.

Gallagher begins by creating "a safe environment" organized around the idea of respect, with classroom management guidelines developed by the students themselves. She then:

- Uses cooperative learning, with students volunteering to share stories of their childhood and learning to offer each other empathy and support.
- Requires daily journal writing on assigned topics such as "Are all crimes hate crimes?" and "Ten things I want to teach my children."
- Features role playing of parenting situations where dysfunctional or morally questionable scenarios are re-written for better outcomes and then presented with student actors.
- Uses guest speakers who teach parenting skills, including how to identify signs of child abuse and what to do when a child is being abused.

"The tragedy of the victims makes me go to work every day," Gallagher says. To teach the human cost of crime, she brings to class to confront her students survivors of homicide attempts and the parents of children who have been murdered or victimized. The guests offer personal accounts.

One visitor had three of her four children raped and sodomized. She comes to Gallagher's classes to talk about her family's experience. Of the perpetrator, Gallagher observes, "His abuse was sexual, when he was young, and severe. The perpetrator was his mother."

Gallagher also has students make lists of victims' and offenders' rights and compare the two, so students see the shorter list of the rights of victims, which includes the right to make a statement at a trial.

Seeing Some Bloom

Gallagher and her students agree that one of the most powerful tools in her classroom is an exercise where students write a victim impact statement from the victim's point of view, "and they have to do their own victim."

One student, Charles Choe, in prison for the murder of another high-school student, wrote that he hadn't understood the effects of his crime on others and, "basically, I didn't care," until he enrolled in Gallagher's class.

"While other professional counselors tried for many years to give me insight by talking with me, Ms. Gallagher used a method that was so much more effective.

"Some of her classroom activities include writing my own obituary and redesigning local police department brochures for victims of crime. With

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Join the CEC Community Via Listserve!

Do you ever wish you could get the answer to a question about a student or an instructional strategy from others in your field quickly and easily? Or, would you just like to know what the "buzz" is in special education?

CEC is making it easier than ever for you to "meet" and exchange information with other special educators. All you need to do is sign up for one — or more — of CEC's new listserves. You can post questions, receive answers, and glean a wealth of information from your colleagues' discussions. The following CEC listserves will be operational by April 15:

- CEC Special Alert (alerts members to important legislative events or CEC activities. Unless you don't want to receive these messages, you will get CEC's Special Alerts automatically).
- CEC Online (a general discussion on any topic concerning special and gifted education).
- LD Talk.
- Disc./Behavior Solutions.
- Gifted and Talented.
- Mental Retardation.
- Severe Disabilities.
- Diversity
- CEC Officer Exchange (a place where all CEC unit officers can trade strategies and concerns).
- Unit Presidents.
- Unit Membership Chairs.

Plus, you can tune in to our existing listserves: SPEDEX, which allows general and special education teachers to trade techniques, and EDNTALK, which is geared to educators with disabilities. And, CEC will add new lists when interest grows in a particular topic.

Listserve Do's and Don'ts

Generally, when you subscribe to a mailing list, you will receive a "Welcome" message that contains information about the list, instructions on subscribing and unsubscribing, and guidelines or rules for posting messages to the list. Save this message in case you have questions later.

DO NOT send messages you receive from the list back to the list. When you forward messages back to the list, you send your message, with the original message attached, back to everyone on the list, including you. If you do not wish to reply to the message, simply delete it.

Reply with Caution

When using e-mail lists, pay attention to whom you are sending a reply. For most lists, when you hit the "Reply" button to answer a message, your reply goes to the entire list unless you specify otherwise. If you wish to reply only to the sender of the message, you must hit "Reply," delete the list address from the "To" field, and replace it with the original sender's address. If you don't remember to do this, the results can be embarrassing.

To ask a question about how the list operates, contact the list's "owner." If you don't know the list owner's personal e-mail address, take the name of the mailing list (for example, SPEDEX, with the address spedex@lists.cec.sped.org), and put "owner-" in front of it. For the SPEDEX list, the owner's address would be owner-spedex@ lists.cec.sped.or. Any e-mail sent to owner-spedex would be forwarded to the list owner.

To Unsubscribe from a Listserve

To unsubscribe from a list, you can either send a message to the list owner asking to unsubscribe or send an unsubscribe request to the mailing list administrator. The administrator's address will be (listname)-request@ lists.cec.sped.org. For the SPEDEX list, it's spedex-request@ lists.cec.sped.org. Make sure the word "unsubscribe" appears in either the subject or the body of your message. DO NOT send unsubscribe requests to the main list address. All that will do is distribute your request to the other members of the mailing list.

You will be able to subscribe and unsubscribe from any CEC listserve at will. More information on how to sign up for a CEC listserve will be available on our Web site, www.cec.sped.org. □

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CEC Today is published 10 times a year, Jan/Feb, March, April/May, June, July, Aug., Sept., Oct., Nov. and Dec., by The Council for Exceptional Children, 1110 N. Glebe, Suite 300, Arlington, VA 22201-5704. Telephone 888/232-7733, TTY 703/264-9446, lyndav@cec.sped.org, Web: www.cec.sped.org.

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Advocacy in Action

CEC Fights to Save Gifted and Talented Programs

CEC is engaged in a major effort to save the Jacob Javits Act, which funds gifted and talented programs. Bills offered by Republicans and Democrats to reauthorize the Elementary and Secondary Education Act (ESEA) repeal the gifted and talented program and pool the $7.5 million allocated for FY 2001 with other education funds to provide for "optional" state and local activities, including gifted education.

Unlike other programs currently found under Title X of ESEA (e.g., arts in education and the national writing project), the Javits Act does not provide funds to local school districts. Rather, the Javits Act funds a national research program that includes the National Research Center on the Gifted and Talented. It also funds competitive demonstration grants that focus on the needs of students from diverse backgrounds, are limited English proficient, from low socioeconomic backgrounds, or are disabled.

Incorporating gifted education programming into a block grant fails to demonstrate a federal commitment to students who are gifted and talented. Block grants simply continue the status quo, whereby parents are forced to pit the needs of children who are gifted against students with other educational needs in a fight for local resources.

Low income and students from diverse backgrounds who are gifted and talented would be especially disadvantaged under a federal block grant plan. These students are often entirely dependent on the public schools for all their education services. Without dedicated funds for gifted education, many inner city and rural schools will not be able to develop and maintain quality gifted education programs, because all available funding is targeted to assist low-achieving students.

CEC is telling Congress that its actions are wrong. Instead of eliminating the Javits Act, the government should expand its support for students who are gifted and talented by allocating funds for state grants to support gifted education programs and services.

The Gifted and Talented Students Education Act of 2001, introduced by Representative Elton Gallegly (CA) and Senator Charles Grassley (Iowa), authorizes grant money to states to distribute to local school districts to support programs and services for all gifted and talented students in the state, such as (a) professional development, including in-service training for general education teachers, school counselors, and administrators; (b) innovative programs and services, including curriculum for high-ability students; (c) emerging technologies, including distance learning; and (d) technical assistance.

What You Can Do

You can help us protect funding for the Jacob Javits Act by contacting your congressional members and letting them know that gifted learners must be given stimulating educational experiences and the federal government must not repeal the Jacob Javits Act.

Congress members need to know why their support for this legislation can make a difference in their district and state. They also need to know that some school districts do not provide comprehensive gifted education services for students from grades K-12 (some school districts may only provide services in high school, in grades 4-6, or not at all). Or, there may be school districts that allocate some gifted education funding for a few academic programs but not for performing or visual arts. Additional federal funds to support gifted education could be used to strengthen and support the needs of all the students who are gifted in the district. □

Canada —

Alberta Offers Training for Teachers of Students with Hearing Impairments

Children who have hearing losses need specialized intervention to achieve their full potential. However, Canada is now facing a shortage of teachers who have specialized training in working with children who are deaf and hard-of-hearing. The University of Alberta is trying to remedy this situation by continuing to offer a 1-year course-based master's program in deafness studies. This year the institution has received calls from every province in Canada, many looking for trained teachers of the deaf to work in both classroom and consulting situations.

Over the last 10 years, children who are deaf and hard-of-hearing have been increasingly included in general education classrooms but often without proper support systems and without opportunities for a specialist's assistance. This has created new challenges for teachers, who often do not recognize the true impact that a hearing loss has on the child's ability to use the English language to learn.

Students in the master's program will obtain a Canadian Association of Educators of the Deaf and Hard-of-Hearing Certificate and will be eligible to apply for Auditory Verbal Certification Course work, which incudes studies in language development and reading, American sign language (and other forms of manual communication), psychology, audiology, auditory-oral rehabilitation, curriculum design, and counseling. Although the course work will focus on the needs of students who are deaf and hard-of-hearing, the skills and knowledge gained will help all teachers work with students, especially where language, speech, hearing, and communication are critical to learning.

The field experience component is designed individually. Students have been placed in educational settings world-wide.

For more Information, contact Mary Ann Bibby, 403/492-3697, maryann.bibby@ualberta.ca.

After School Programs, *from page 1*

many as 15 million — "latchkey children" on any given day go home to an empty house after school. Forty-four percent of third graders spend at least a portion of their out-of-school time unsupervised, and about 35 percent of 12-year-olds are regularly left at home while their parents are at work, according to the U.S. Department of Education. Though statistics are not available for the number of children with exceptionalities who are "latchkey children," it can be assumed that the proportion mirrors that of children with disabilities in the school-age population, approximately 12 percent.

Lack of adult supervision can have negative consequences for children from the elementary grades through high school. For elementary children who are left alone, they have no one to help them with homework, encourage reading, or teach or model appropriate social behaviors.

For teenagers, lack of adult supervision can lead to involvement in crime or substance abuse, as well as affect their academic achievement and mental health. Studies show that on school days, the peak time for violent juvenile crime, including murders, rapes, robberies, and aggravated assault, is from 3:00 - 6:00 p.m. This is also the peak time for gang-related violence, as well as when a child or youth is most likely to be the victim of a crime. When the school day ends, violent victimization of children more than triples, according to a report by Fight Crime: Invest in Kids.

Additionally, being unsupervised puts "kids at greater risk of truancy, receiving poor grades, mental depression, and substance abuse," the report continues.

The Results

Academic Achievement

Quality after school programs have proven to be an effective antidote to the problems mentioned above. Research has shown that good after school programs help students improve their attendance in school and progress academically. However, for after school programs to have positive academic results, the students must attend them at least 50 percent of the time. Following are some of the gains students have made through after school programs, as reported in the U.S. Department of Education's *21st Century Community Learning Centers*.

- In LA's BEST After School Enrichment Program, which has been in operation for more than 12 years, classroom teachers reported higher levels of achievement, behavior, and attitudes for students who participated in the program. Plus, 80 percent of the children in the program report an increased liking of regular school since participating in the program. The students also had higher academic achievement on standardized math, reading, and language arts tests.
- The RAND Corporation found that students in after school programs in the Philadelphia area outperformed comparison students in reading, language arts, and math.
- Columbia University found that participants in the Boys and Girls' Club of America's Project Learn increased their grade average and showed improved attendance and study skills.
- The University of Cincinnati found fourth-graders in the Ohio Hunger Task Force's urban after school initiative exceeded the statewide percentage of students meeting proficiency standards in math, writing, reading, citizenship, and science.
- The Voyager summer reading program, developed in collaboration with the Smithsonian Institution, the Discovery Channel, NASA, and Polaroid, showed gains of 84 percent for reading comprehension and 35 percent for word recognition for children in kindergarten through ninth grade.
- Preliminary findings from an after school program in Palm Beach County, Fla., indicate that students participating in the program have increased reading and math scores, as well as interpersonal self-management.

Improvements in Student Behavior and Juvenile Crime

After school programs also have helped children overcome behavior problems. For example, middle school students who participated in Boys and Girls Clubs that included an Educational Enhancement Program had only half as many behavioral incidents as those in other Boys and Girls Clubs and one-third as many behavioral incidents as those in other community after school programs. And, the behavior of students who regularly participate in Montgomery, Ala.'s Star Search after school programs is improving, even though discipline problems have increased among other students. Overall, there has been a 25 percent reduction in violence.

In addition, after school programs can significantly reduce juvenile crime. In a Canadian public housing project, juvenile crime in the project dropped 75 percent over the 32 months the after school program operated. And, Highland Park, Mich., reported a 40 percent drop in juvenile crime in the neighborhood surrounding the 21st Century Community Learning Centers after school program. Other areas have reported a reduction in teen pregnancies and substance abuse.

What about Students with Disabilities?

Though most after school programs are developed for students in the general education population, individuals in the field report that students with disabilities are participating in them as well and they can offer these students special benefits — an opportunity to do well in a learning environment. The more unstructured environment of an after school program, coupled with the variety of activities offered, gives students with disabilities the opportunity to take leadership roles and show talents that may not surface in a more tra-

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Helpful Resources for New Teachers

Survival Guide for the First-Year Special Education Teacher, Revised

This comprehensive guide is a great resource for any teacher — special education or general education. It includes suggestions for:

- Organizing classrooms.
- Planning and record keeping.
- Getting lessons ready for substitute teachers.
- Working with parents, administrators, and fellow teachers.

Call 888/232-7733 to order your copy today for $9.30 ($13.20 for non-members). Ask for Item #P335R.

With All Due Respect: Keys for Building Effective School Discipline

Often students do not receive the instruction and modeling they need to develop respectful, responsible behaviors. This book will help you:

- Put the authority back in the teacher role.
- Learn how to increase time for teaching.
- Improve standards for student work.
- Decrease reliance on punishment and suspension.

Call 888/232-7733 today to order your copy for $16.95. Ask for Item #S5406.

Classroom Management for All Teachers: 11 Effective Plans

This valuable resource presents detailed, user-friendly information on 11 classroom management plans aimed at two common problem areas.

- On-task and assignment completion problems.
- Disruptive behavior and rule violations.

The book includes reproducible forms for plans such as:

- Beeper System.
- Break Cards.
- Beat the Clock.
- Behavioral Contracts.

Call 888/232-7733 to order your copy today for $36. Ask for Item S5256.

Meet the Student CEC Candidates for the Board of Directors

The CEC Board of Directors will appoint one student to the board. Following is a short summary of the background and views on leadership and diversity of the two students nominated.

Christine Ann Christle

University of Kentucky, Lexington Ky.

Christine Christle is a doctoral candidate in special education and rehabilitation counseling at the University of Kentucky. Her duties as a graduate assistant include revising and developing content for the department's Web site and working with faculty in planning, developing, and delivering courses to undergraduate and graduate students. Before entering graduate school, Christle was a special education resource teacher and a teacher counselor.

Christle has been a member of Student CEC at the University of Kentucky during her undergraduate, masters, and doctoral programs.

Leadership and Diversity Statements

My leadership skills would contribute to the on-going success of CEC, because I am interested in program policy and systemic improvement. I advocate long-range strategic planning and self-evaluation. I believe in collaborative partnerships, and in my past experiences on boards I have collaborated with people from diverse backgrounds and multiple organizations. Recently, I have collaborated with several of my professors on writing projects and presentations focused on individuals with disabilities and teacher training. I have also collaborated with fellow graduate students and special and general education teachers on projects working directly with students and on projects training teachers, administrators, and school staff to improve educational outcomes for individuals with exceptionalities.

During my employment with the public school system in St. Croix, I worked with students from the following ethnic groups: African American, West Indian, Hispanic, Middle Eastern, Asian, and Caucasian. I learned to look at each person individually, discover the cultural and ethnic influences that affect each person, and integrate these influences into strategies to improve the educational and social outcomes of these students with exceptionalities.

Gregory Pennerman, Jr.

Bethune-Cookman College, Daytona Beach, Fla.

Gregory Pennerman, Jr. is a student at Bethune-Cookman College. He has accumulated approximately 100 hours observing and interacting with students in various age-level special education classrooms. Pennerman, Jr. is president elect of Student CEC and will succeed to the office of president next year. As president elect of the Bethune-Cookman College Student CEC chapter, Pennerman, Jr. spearheaded a membership drive that resulted in the registration of 40 new and lapsed members. He has presented at various local, national, and international conferences on education initiatives for children with exceptionalities.

Leadership and Diversity Statements

I believe in leading by example. When I make the effort to collaborate and communicate information effectively, it motivates individuals to want to participate. I don't request anyone to do anything that I wouldn't be willing to do myself.

I was raised in one of the most diverse cities in the country and interacted with many individuals of different cultures and ethnicities. I believe this background will provide me with the ability to relate to different cultures and be sensitive and aware of their needs and differences. □

New Study Verifies the Disproportionate Number of Students from Diverse Backgrounds in Special Education

A new study by Harvard University substantiates the contention that a disproportionately high number of students from diverse backgrounds are placed in special education:

- African American children are almost three times (2.88) as likely as white children to be identified as mentally retarded, 1.9 times as likely to be identified as emotionally disturbed, and nearly 1.3 times as likely to be identified as having a learning disability.

- American Indian children are 1.3 times as likely as white children to be identified as mentally retarded, 1.24 times as likely to be identified as emotionally disturbed, and 1.50 times as likely to be identified as having a learning disability.

Conversely, Asian Pacific and Hispanic children may be underrepresented in special education.

- Asian Pacific children are .54 times as likely to be identified as mentally retarded, .29 times as likely to be identified as emotionally disturbed, and .30 times as likely to be identified as having a learning disability.

- Hispanic children are nearly .77 times as likely as white children to be identified as mentally retarded, .74 times as likely to be identified as emotionally disturbed, and 1.17 times as likely to be identified as having a learning disability.

The Civil Rights Project's papers, (which can be found at www.law.harvard.edu/civilrights), also say that students from diverse backgrounds in special education are less likely to be returned to general education classes than white children. Furthermore, assignment to special education may increase a student's chances of failing high stakes testing for promotion to the next grade level and/or graduation. The papers also note that inappropriate placement in special education limits the success of children from diverse cultures after graduation. Among secondary aged youth with disabilities, about 75 percent of African American students, as compared to 47 percent of white students, are not employed two years out of school. Slightly more than half (52 percent) of African Americans, as compared to 29 percent of white young adults, are still not employed three to five years after school, according to 1994 data.

The papers also say that inappropriate assignment to special education and/or failure to provide appropriate support services to students from diverse cultures may contribute to the large number of adults from diverse cultures in our justice system.

Bringing National Attention to the Problem

CEC, which has long been concerned about the high numbers of students from diverse backgrounds in special education, is pleased to see the national attention the report has received. Calls to CEC from members indicated that they have been trying to "get across" this news in their states, but those with influence had simply ignored the information previously.

CEC Acts to End Disproportionate Representation

At the 1997 CEC Convention, the CEC Delegate Assembly passed a resolution calling for the U.S. Department of Education to create a task force to study disproportionate representation, recommend ways to improve practice, and disseminate the information. CEC also charged the Office of Civil Rights with the tasks of monitoring the disproportionate number of diverse students in special education and, if necessary, to change local policies to conform to those of the task force's recommendations. As a result, the Office of Special Education and Rehabilitation Services commissioned a study by the National Academy of Science (NAS). This study is being performed by a blue-ribbon panel, and its findings will be reported in fall 2001. CEC will take a leadership role in disseminating and encouraging the implementation of the panel's recommendations.

CEC is disseminating the results of an earlier NAS study that makes excellent recommendations to reduce the high number of students from diverse cultures being placed in programs for the mentally retarded.

CEC is also searching for showcase programs that qualify as "Promising Practices." CEC has located about 20 programs that are engaging in exciting practices that are showing results. CEC has engaged in a number of dissemination efforts for these programs and will continue to present these practices at professional development events.

We look forward to other announcements of dissemination efforts and invite you to inform us if you have particular needs you want the Department of Professional Development to present. Please be on the lookout for diversity items about disproportionality on the Web and contribute any ideas you have to the discussion. In addition, if your school, district, state, or other organization is making a significant contribution toward eliminating or reducing disproportionality, let us know so we can showcase your efforts.

For more information on disproportionate representation, contact Kayte Fearn, 703/264-9450, e-mail: kaytef@cec.sped.org. □

Division Focus

CASE

The Council of Administrators of Special Education

CASE members are ready for Kansas City! President Elect Brenda Heiman and Professional Development Chair Jim Chapple have planned an exciting professional program for CASE members. The CASE showcase session will feature Richard Villa, who will do a presentation on *"What's Leadership Got to Do with It? A Framework for Thinking about Systems Change."* In addition, there will be 25 other top-quality sessions for administrators.

During the convention, CASE will hold it's annual membership meeting on April 18. Members and the Board of Directors will participate in further strategic planning for CASE. CASE also will consider constitutional amendments, recognition of outstanding special education administrators, announcement of election results, acknowledgement of high performance CASE units, and much more! It promises to be an exciting meeting that CASE members won't want to miss.

The CASE booth will once again be the site of much activity and a good place to learn more about CASE, visit with old friends, and meet new colleagues. See you at the CASE annual meeting and at the CASE booth in the convention center!

CEC-PD

The Pioneer Division

The Pioneers are honoring June P. Robinson with a showcase of her devotion and life in CEC, as a classroom teacher who has served as a member of the former CEC Executive Committee, her work in the divisions, as a recipient of the CEC Outstanding Leadership Award, and as CEC archivist. CEC-PD is also honoring Robert A. Henderson as the recipient of the Romaine P. Mackie Award for Leadership and Service, as a university professor, and for his division work at the annual Pioneer dinner meeting.

DCDT

The Division on Career Development and Transition

The 2001 DCDT International Conference, *Transition: Exploring New Frontiers*, will be held in Denver, Co., Oct. 11-13, 2001. The keynote speaker will be Tom Whittaker, who will share insights of a journey that took him from a never-walk-again prognosis to the top of the Himalayas. Whittaker illustrates how persistence and belief in a goal can lead to a life of remarkable achievement.

Luncheon speakers include Karen Gaffney, president of the Karen Gaffney Foundation, and Ako Kambon of the Visionary Leaders Institute. For more information and to receive a *Call for Papers*, contact Wendy Uliberri, Colorado State Department of Education, Denver, CO 80203, 303/866-6694

DEC

The Division for Early Childhood

Kentucky DEC is an example of one DEC subdivision that is reorganizing. Kentucky's efforts may give you ideas about how you can infuse energy into your state subdivisions.

Key members and the regional coordinator sent letters to all members inviting them to a meeting and dinner at a central location. People from within a 50-mile radius attended to brainstorm purposes and functions for the rejuvenated organization. (Participants agreed that activity and visibility were stronger when legislative issues were prominent.) Ideas generated included:

- Schedule a national speaker for a 1-2 day workshop on a timely topic and attach a DEC meeting.
- Attach a DEC meeting to one of the existing statewide early childhood meetings.
- Hold one meeting per year via electronic communication.
- Network via a listserv.
- Plan DEC strands at the Kentucky CEC meeting or other statewide special education conferences.
- Ask state early childhood program coordinators or directors to talk with DEC members about current issues.

During the meeting, several people volunteered to serve as officers and develop a strategic plan based on national DEC's model. In addition, the CAN coordinator will mentor a new volunteer. Finally, a participant volunteered to set up a Kentucky DEC Web site and link it to the national DEC homepage. The list of suggested activities was mailed to members for feedback and to solicit additional ideas.

DISES

The Division of International Special Education and Services

Meet the California Challenge: CEC Chapter 188 of California has made a substantial contribution to the new FEC international member sponsor program, which enables CEC members and units to make tax-deductible contributions to support the membership dues of individuals in countries outside the United States. Using funds from their annual candy sale, Chapter 188 enabled five special educators from countries whose economy prohibits dues to receive the benefits of CEC membership.

Sponsored by Jerry Hime and Andy Berg, the chapter's Executive Board voted to make this contribution to CEC and to challenge other chapters, divisions, and federations to join in this important program.

For more information about how YOU or YOUR chapter/division/federation can contribute to the international member sponsor program, contact Jacqueline Lewis-Tillman, jacquil@cec.sped.org, or www.cec.sped.org/fd-menu.htm.

DVI

The Division on Visual Impairment

The Helen Keller International Art Show, an exhibition of art works created by children who are blind or visually impaired, opened at Teachers College, Columbia University, on March 2, 2001. This is a joint project of DVI, Teachers College William Featherstone CEC chapter, and the Program for Educators of Learners with Blindness and Visual Impairments. The art works will be on view in Russell Hall until April 13, 2001.

MRDD

The Division on Mental Retardation and Developmental Disabilities

MRDD welcomes its members to Kansas City. In addition to the showcase session,

business meeting, and president's reception, MRDD will host meetings of the organization's committees.

Please participate in a committee meeting. This is a particularly important time as MRDD is considering some significant issues that will have a far-ranging impact on the organization's future. For additional information, e-mail Tom Wood at twood@utep.edu.

TED

The Teacher Education Division

On Jan. 25, 2001, TED members attended a congressional reception sponsored by CEC, NASDSE, the Pacer Center, and several other disability organizations. The reception was attended by several members of Congress, their staffs, parents and families of children with disabilities, and others who are concerned with disability policy. The reception welcomed the new members of the 107th Congress and set the tone for a good working relationship for the disability community with the new Congress. A highlight of the reception was when Senator Lott, the Senate majority leader, called for full funding of IDEA!!

Full Funding, *from page 1*

strategies to gain public awareness and support for full funding, lobbying of Congress and administration officials, collaboration with other education and disability organizations, and the nationwide support of CEC's Children's Action Network (CAN) and members.

"Congress's breach of promise hurts our nation's most vulnerable children — children with disabilities," says Deb Ziegler, CEC's assistant executive director of public policy. "Without adequate funding for special education, many children are taught by unlicensed professionals who lack the skills to ensure the educational success of children with disabilities. Our nation's children with special needs cannot wait any longer for the education they need to succeed."

The Original Promise

Though Congress promised to authorize the federal government to pay 40 percent of each state's "excess cost" of educating children with disabilities when it enacted P.L. 94-142 (the Education for All Handicapped Children Act) in 1975, it has failed to live up to its promise. Though CEC and other disability advocates have raised this issue repeatedly over the past 25 years, Congress has refused to allocate the necessary funds for special education. The largest funding Congress has granted to special education is 15 percent, which was enacted this past year.

Over the years, the law itself has worked admirably. More than 6 million children with disabilities are receiving a free, appropriate public education. But, the intended federal/state/local cost-sharing partnership has not been realized. As a result, local communities and states have been forced to pay a higher proportion of special education costs.

"If the federal government was to fully fund the authorized amount," says Jonathan McIntire, a CEC member from Vermont, "local taxpayers would be able to keep more of the money they earned, and the education community would be able to serve all of the nation's children and youth with disabilities qualitatively and without the incredible acrimony in evidence across the country now as people fight over the disproportional hit local tax payers receive [to pay for IDEA]."

Lack of adequate funding has additional significant ramifications. It harms the quality of education we provide for children with disabilities. Across the nation, special education teachers are stretched to the limit. We don't have enough qualified special education teachers to serve students with special needs, and we don't have the proper materials for these students.

"Because IDEA is not fully funded, 30 percent of the special education students attending our school receive the bare minimum special education program possible," added McIntire.

Joan McDonald, CEC's CAN Coordinator from Arizona, notes that school funding for all students in her state has been traditionally inadequate.

CEC's Funding Plan

CEC is calling on Congress and the administration to increase federal spending over the next six years. IDEA would be moved out of the discretionary budget and into mandatory spending, which would **guarantee** increased federal funding. (Currently, education and disability groups have to lobby Congress each year for increased federal funding during the annual budget process. The final amount appropriated may be more, less, or equal to the previous year's levels — but always less than the promised 40 percent.)

To reach full funding of the Part B State and Local Grant Program within six years, CEC is asking Congress and the administration to enact legislation this year that guarantees the following appropriation levels:

- FY 2002: $8.8 billion — $2.46 billion more than FY 2001.
- FY 2003: $11.3 billion.
- FY 2004: $13.8 billion.
- FY 2005: $16.3 billion.
- FY 2006: $18.3 billion.
- FY 2007: $21.8 billion - Full funding for Part B is reached.

CEC Also Wants Increases for All IDEA Programs

Although most other organizations that support full funding of IDEA are focusing on increases in state grants, CEC believes that *all* of IDEA's programs need monetary increases.

In addition to securing the full funding of IDEA's state grants, CEC is asking Congress and the administration to increase funds for IDEA's early childhood support programs. Specifically, CEC is calling on Congress and the administration to enact legislation this year to guarantee the following appropriations levels for FY 2002:

- $574 million for pre-school grants.
- $425 million for the Infants and Toddlers Program.
- $660 million for program supports.

Congressional Support Grows/Administration Is Silent

CEC's message is being heard. To date, five bills calling for full funding for IDEA's state grants have been intro-

Continues on page 15

CEC Announces New Web Course on Standardized Assessments

The vital information you need to insure meaningful inclusion of students with disabilities in standardized assessments will be available this spring from CEC. The program takes the form of a book and a companion online course entitled *Assessing One and All: Educational Accountability for Students with Disabilities.*

Assessing One and All will give educators the tools they need to comply with IDEA 1997 amendments, which require schools to include students with disabilities in state- and district-wide assessments and provide appropriate accommodations. The law also requires schools to provide alternate assessments for students whose disability is so severe they cannot participate in standardized assessments.

How do teachers, administrators, school counselors, and psychologists create and implement strategies to include all students in assessments in a meaningful way? *Assessing One and All* will help you meet these challenges by focusing on three topics:

Educational Assessment Principles and Practices

The book and course begin with an overview of the purposes of educational assessment, the characteristics of good assessments, and the laws and regulations governing the inclusion of students with disabilities in accountability programs.

Standardized Assessments

The authors then discuss the principles of standardized assessments and provide an in-depth look at the content and results of the three most popular large-scale assessment tests:

- The TerraNova,
- The Stanford Achievement, and
- The Iowa Test of Basic Skills.

Typical state testing guidelines will also be addressed.

Accommodations and Alternate Assessment

The last section focuses on two strategies to facilitate the participation of students with disabilities in standardized assessments: accommodations and alternate assessments. Educators will learn how to decide when to employ these methods, how to implement them, and how to maintain proper documentation of their decisions and practices.

CEC developed the *Assessing One and All* program as a complete educational package. Educators can use the Web course as an interactive learning device to introduce them to the subject and address specific questions they have. The book can be used as a reference that delves into the subject in greater detail. Used in tandem, the Web course and the book allows educators to fully develop their expertise on the participation of students with disabilities in standardized assessments.

Web Course

Assessing One and All: Educational Accountability for Students with Disabilities, to be released April 30, will be presented in three units. Students taking the Web course will be able to register online, complete the course at their own pace using the Web from their own computer, and obtain 4.5 CEUs or graduate course credit.

Book

Due to be released May 31, ***Assessing One and All: Educational Accountability for Students with Disabilities*** will be offered in CEC's publications catalog.

Both the *Assessing One and All* Web course and book can be ordered by calling 888/232-7733. For more information, visit our Web site at www.cec.sped.org. □

After School, *from page 5*

ditional classroom. Plus, after school programs allow students with disabilities to have fun, and often they don't get that during the school day, says Cynthia Warger of Warger, Eavy, and Associates. Students with disabilities get help with their homework, experience hands-on learning, learn new skills such as how to cook or draw, and socialize with their friends.

Making After School Programs Work for Students with Disabilities

However, for the benefits mentioned above to occur, students with disabilities must be included in after school programs and they must have the same type of accommodations, if needed, they have in day school.

"This raises the need for some thoughtfulness in preparing for a non-structured environment," says Warger.

The Law and After School Programs

If an after school program occurs on school grounds, students with disabilities must have access to them, according to Warger.

"The law (the Individuals with Disabilities Education Act) says we must provide access to extra-curricular activities," she says and recommends that participation in an after school program, whether it occur on or off school grounds, be addressed in a student's IEP. Warger further recommends that the IEP team inform the principal of the student's strengths as well as determine what kind of supports the child will need to succeed in an after school program, ranging from simple accommodations to computer peripherals to behavior support. The after school program will also need to address other issues, such as providing transportation for a child with a disability or ensuring the child can participate in snack time.

"I hate to see kids with disabilities excluded from after school programs because there are no accommodations or supports given," said Warger. "We

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You are Cordially Invited to
an Evening to Benefit
The Foundation for Exceptional Children

When: This Saturday

Where: At Your Place

Time: 7:00 p.m.

Rather than spend money on a fancy fundraiser, we invite you to spend some quality time with a friend or loved one and use our recipe for a wonderful meal. If each CEC member sent $1.00 to the Foundation, we would be able to give out 100 scholarships to students, 100 mini-grants to teachers, pay for Yes I Can! winners to come to next year's convention, initiate new projects to improve teaching conditions, or...imagine the possibilities! Please, have an evening at home on us, and help us support our children and teachers. For more information on the Foundation for Exceptional Children, visit our Web site, www.cec.sped.org, and scroll down to the Foundation. Your tax-deductible donation will be much appreciated. Together, we can make a difference!

Steak Diane Flambé: Dinner for two

2 rib eye steaks, pounded flat
5 tablespoons flour
2 shallots
Salt and pepper to taste
1 clove garlic
2 tablespoons butter
1/2 cup brandy
2 sweet potatoes, baked
Mesclun greens, 1/2 apple, 1/4 cup walnuts, and your favorite vinaigrette dressing

Season steaks by rubbing salt and pepper on; set aside.

Sauté shallots and garlic in butter.

Brown steaks on medium-low heat in butter mixture until desired doneness. Pour brandy on steaks. Tilt pan and light brandy, carefully, by lighting edge of pan.

Serve with rolls, a bottle of wine, and your favorite music by candlelight.

After School, *from page 10*

will find that as programs grow in population and numbers, we will need to give support to the teaching staff to make sure kids with disabilities are successful."

The need for that type of support may already be here, particularly for children with severe disabilities. "We have no real accommodations for students with severe disabilities," says Marjorie Montague, professor at the University of Miami.

Thus, after school programs need staff who accept students with all types of disabilities, know how to work effectively with these students, and know how to make any accommodations the students may need.

In addition, after school program teachers must have the support they need to ensure students with disabilities can fully participate in program activities and have a positive and successful experience.

One essential ingredient for a successful experience for students in after school programs is communication between the after school and day staff. The administrator can facilitate this interaction. Warger says the school should arrange for at least one or more contacts who will serve as the point person(s) for the after school staff. The administration also can provide training for the after school teachers or hire teaching staff to serve as mentors to after school staff. Of course, a "best case scenario" is when general and special educators also work in the after school programs.

Currently, after school staff are often paraeducators, artists, or volunteers who have little or no training in working with students with disabilities. Fortunately, more and more professional personnel, such as social workers or art or music therapists, are teaching in these programs.

After school programs also offer wonderful opportunities for student CEC members or university interns to add to their experience and help students at the same time.

Continues on page 15

EXTRA credit

3M Salute to Schools: 3M will award 100 schools up to two 3M detection systems for the entrance/exit of their library media centers, a supply of 3M Tattle-Tape security strips, and materials processing accessories. Deadline: May 1. Contact: 800/545-2433 or www.3M.com/library.

Camp Invention A 1-week day camp for grades 2-6. Hosted by schools throughout the country, this exciting summer day program invites children to let their imaginations run wild. Contact: www.invent.org.

***The Christian Science Monitor* Archives:** Bell & Howell has announced an agreement with *The Christian Science Monitor* to make all of the *Monitor*'s back issues available online. Contact: www.bellhowell.infolearning.com.

Prepare for the SAT Online: Texas Instruments and FreeVocabulary.com provide a list of 5000 words and definitions for students to use when preparing for the verbal portion of the SAT. Contact: http://education.ti.com.

Protecting You/Protecting Me is a new elementary school alcohol use prevention program offered by Mothers Against Drunk Driving. This program not only educates about the dangers of underage alcohol consumption but also teaches children how to protect themselves in tough, real-life situations such as what to do when faced with riding with an adult driver who is drinking. Contact Teresa Coe Hardt, 469/420-4545 or hardt@madd.org.

Climb Mount Everest. Students, Teachers, Employers, and Parents (S.T.E.P.) has launched "Everyone Has an Everest" to allow students to interact with expert climbers Nancy Feagin and Ben Webster. Log on to www.steponline.com and follow Nancy and Ben live as they prepare and climb Mount Everest.

New Digests From ERIC

ERIC EC, which is hosted at CEC, has posted the following digests online. These user-friendly digests give teachers the facts and information they need to better serve their students. See http://eric.org/digests/prodfly.htm for the full text of each.

Overview of ADA, IDEA, and Section 504: Update 2001: E537

The Link between Functional Behavioral Assessments (FBAs) and Behavioral Intervention Plans (BIPs): E592

Planning Student-Directed Transitions to Adult Life: E593

Teaching Mathematics to Gifted Students in a Mixed-Ability Classroom: E594

Teaching Young Gifted Children in the Regular Classroom: E595

Five Strategies to Reduce Over-representation of Culturally and Linguistically Diverse Students in Special Education: E596

Improving Post-School Outcomes for Students with Emotional and Behavioral Disorders: E597

Designing Individualized Education Program (IEP) Transition Plans: E598

Strategic Processing of Text: Improving Reading Comprehension for Students with Learning Disabilities: E599

Creating and Using Individualized Education Programs (IEPs): E600

Infusing Multicultural Content into the Curriculum for Gifted Students: E600

Youth Aggression and Violence: Risk, Resilience, and Prevention: E602

The Warning Signs of Learning Disabilities: E603

Assessment of Culturally and Linguistically Diverse Students for Special Education Eligibility: E604

The Individual Family Service Plan (IFSP): E537

ERIC Digests may be duplicated. They also may be downloaded free of charge.

Is Special Education Effective? The Numbers Can Lie!

Standardized test scores, which often show that special education students are failing to catch up to their non-disabled peers academically, can present an inaccurate picture of the effectiveness of special education. The problem lies in the way we track student progress, according to a report by the National Center on Educational Outcomes.

The report says the test scores of students with disabilities don't improve when compared to those of non-disabled students, because the special education population constantly changes. Over time, the highest-achieving students with disabilities are moved into general education classes, and their scores are counted as part of the general education population. In turn, students who are placed in special education classes are often the lowest performing general education students. In fact, nearly 20 percent of the special education population moves between the two levels annually.

"The result is a substantial increase in the performance gap over time between regular education and special education students across grades," the report says.

However, when assessment scores include those of former special education students with the scores of the children still receiving services, students with disabilities have closed the gap in achievement, the report says.

Unfortunately, many states have no way of tracking students if they move between special and general education classes and have no way of determining how well their special education programs are actually doing.

The study points out an important discrepancy between what a cursory analysis of performance results may show and the true effectiveness of special education — a discrepancy that can influence public opinion about how special education is doing.

"This is an important study that we need to take seriously," says Nancy D. Safer, CEC's executive director. "We need to design and implement measurement systems that present a true picture of the progress students with disabilities make in special education and disseminate that information."

To read the report, Interpreting Trends in the Performance of Special Education Students, *go to http://education.umn.edu/NCEO.* ☐

CEC/Franklin Covey Workshop:
The 4 Roles of Leadership

Attend the *4 Roles of Leadership* and learn the tools and processes to lead successfully!

At this intensive, 3-day workshop, leaders at all levels will:

- **Improve their strategic thinking.**
- **Enhance their long-term vision.**
- **Find out how to have a positive influence on others.**

When: Friday, June 22, 2001 - Sunday June 24, 2001

Where: Chicago, Ill.

Registration:

CEC Members	$750
Non-members	$995

Registration fee includes:
- Workshop materials
- 1.7 CEUs

Call 888/232-7733 to register today!

For more information, contact 800/224-6830 or conteduc@cec.sped.org.

CEC Representative Assembly to Address Licensing of Special Education Teachers

At the 2001 CEC Convention & Expo in Kansas City, Mo., the CEC Representative Assembly will address critical issues concerning the licensing of special education teachers:

- How should CEC respond to the different approaches states/provinces use to license special educators (categorical, multi-categorical, and dual licensing)?
- How should CEC respond to preparation programs that prepare students simultaneously for licensure in two or more areas?
- How should CEC respond to preparation programs that provide alternative paths to special education licenses?

Multi-categorical Licensure

The trend is to grant special education teachers multi-categorical licenses. Thus, rather than have teaching licenses for each specific area of disability (learning disability, mental retardation, physical disabilities), the state/province combines several disability categories into one certificate, such as mild/moderate disabilities. Currently, more than 45 states use some form of multi-categorical framework to credential special education teachers.

There are many arguments for multi-categorical licensure, such as the majority of special education teachers now work in settings that include students with a variety of disabilities and it allows teachers to focus on what each child needs rather than the disability.

The arguments against multi-categorical licensure include the fear that students may not receive appropriate instruction because teachers with multi-categorical licenses do not receive in-depth knowledge about specific disabilities and that it can create voids in special education knowledge and instruction.

CEC has declined to express a preference for multi-categorical licensure. In 1999, the CEC Delegate Assembly voted against the need to validate multi-categorical licensing. It also voted against accepting categorical preparation as the primary licensure for special education or advocating its use. However, CEC recognizes that multi-categorical licensure is widely accepted and that the organization could provide guidance for quality multi-categorical preparation and licensure.

Dual Licensure

Dual licensure programs simultaneously prepare teachers for licensure in special education and another area, usually elementary education or early childhood. They are seen as a way to prepare educators to meet the needs of students with disabilities in general education classes. A 1998 survey by the National Clearinghouse for Professions in Special Education shows that 62 percent of reporting colleges and universities had dual, integrated, or blended licensing of special education teachers.

Multiple variables can be found in these teacher preparation programs. For example, many dual programs make little effort to integrate course work or experiences for general and special education licenses. In some programs, special and general education faculty collaborate and co-teach courses. In others, entirely new courses of study, identified as neither special education nor general education, have been developed.

Dual preparation programs create numerous questions: Are certain characteristics necessary to simultaneously prepare both general and special education teachers? Do students identify themselves as dual, general, or special education teachers? How many graduates of dual programs enter special education? Is the number of graduates who seek special education teaching positions reduced?

Special Moments in Special Ed

I have worked with special needs students for sixteen years and have a novel worth of kid quotes. However, my best quote came from my own dinner table with my own first grade son. My three children were discussing my students and the concept of I.Q. surfaced. I tried to carefully explain that it is not how high your I.Q. is that matters, but how well you use what you have. My son very seriously asked, "What happens if you use up all of your I.Q.'s?"

Laura Dickson, *via e-mail*

Send In Your Story

Teachers often have good ideas, but not all of them turn out as planned, or your students touch you in a special way. Read fellow CEC members' stories on the Web, www.cec.sped.org, and send your anecdotes to

CEC Today Editor
1110 North Glebe Road
Suite 300
Arlington, Va. 22201 or
lyndav@cec.sped.org

Alternative Paths to Teacher Licensure

In addition, more and more new special educators are entering the profession via alternative paths to licensure. For instance, in some states schools and universities provide programs in which students work in the classroom while attending classes. In other cases, special education teachers are given two weeks of training, granted an emergency certificate, and placed in a classroom.

Given the wide disparity in the quality of these programs, it is imperative that CEC defines the characteristics of effective alternative licensure programs, as well as determines how to address quality and accountability in alternate licensure programs.

Some Other Thoughts

Finally, CEC needs to analyze the context of and assumptions for preparing entry-level special educators.

Continued on page 14

Senator Ted Kennedy Gives His Support to Full Funding of IDEA

We Must Fully Fund IDEA to Ensure Equal Opportunity for Every Child

BY SENATOR EDWARD M. KENNEDY

This week, I joined my colleagues, Senators Chuck Hagel and Jim Jeffords, in introducing the "Helping Children Succeed by Fully Funding the Individuals with Disabilities Education Act (IDEA)" — the hallmark of which is to put real dollars behind the goal of fully funding IDEA.

Congress owes the children and families across the country the most effective possible implementation of this legislation and the federal funding support necessary to make it happen. For 25 years, IDEA has sent a clear message to young people with disabilities — that they can learn, that their learning will enable them to become independent and productive citizens, and that they can live fulfilling lives.

Prior to 1975, 4 million disabled children did not receive the help they needed to be successful in school. Few disabled preschoolers received services, and 1 million disabled children were excluded from public schools. Now IDEA serves almost 6 million disabled children from birth through age 21, and every state in the nation offers public education and early intervention services to disabled children — the record of success is astonishing.

The drop out rate for these students has decreased, while the graduation rate has increased. The number of young adults with disabilities enrolling in college has more than tripled, and now more than ever, students with disabilities are communicating and exploring the world through new technologies.

These accomplishments do not come without financial costs, and it is time for Congress to meet its financial commitment to help schools provide the services and supports that give children with special needs the educational opportunities to pursue their dreams.

We are introducing legislation to address that need and assist our schools to meet their responsibility to provide an equal and appropriate educational opportunity for children with disabilities. In my state of Massachusetts alone, this increase will provide $409 million over the next six years to help meet that goal.

Just as we are committed to increasing funding for IDEA, we must be equally committed to making sure that this law is implemented and vigorously enforced.

Far too many students with disabilities are still not getting the educational services they are entitled to receive under IDEA. We must never go back to the days when large numbers of disabled children were left out and left behind.

I look forward to working with the administration, all members of Congress, and especially organizations like the Council for Exceptional Children, to enact this legislation. Fully funding IDEA moves us closer to ensuring the success of every child by supporting the great goal of public education — to give all children the opportunity to pursue their dreams. □

Gallagher, *from page 2*

these assignments, her classroom discussions, and special speakers who were victims of murdered family members, I finally came to my senses."

Joanna Gallagher's work on victim impact won her a year 2000 Disney outstanding teacher award. For more information about her VICTORY program, you may e-mail her at gallagherja@earthlink.net. □

Licensing, *from page 13*

Questions that must be answered include:

- How shall preparation programs and school districts collaborate to ensure that multi-categorically prepared special educators receive rich and varied field experiences?
- Is there a need to formally include an induction period prior to professional licensure?
- What is the role of continuing professional growth and development and continuing credentialing?

Options for Action

To address these issues and encourage best practice:

- CEC should continue to provide leadership and guidance to states and provinces, preparation programs, and others to assure special educators have mastered professionally recognized standards.
- CEC should continue to analyze the characteristics of multi-categorical preparation programs and multi-categorical licensing frameworks and provide leadership to states, preparation programs, and others that assure special educators have mastered professionally recognized standards for practice. This would include field experiences and licensing models and practices that provide for agreements among IHEs and school districts for induction periods leading to full professional licensure.
- CEC should analyze the characteristics of programs that provide alternative or nontraditional paths to special education licensure. CEC should also provide guidance and leadership to states, preparation programs, and others who use alternative paths to assure special educators have mastered professionally recognized standards for practice.
- CEC should analyze the characteristics of dual licensure programs, and provide guidance and leadership to states, preparation programs, and others who use dual licensure preparation programs to assure special special educators have mastered professionally recognized standards. □

Full Funding, *from page 9*

duced in Congress, and more are expected to be introduced in the coming weeks.

Mandatory IDEA Funding

On February 27, Rep. Charles Bass (R-NH), along with 17 co-sponsors, introduced legislation to fully fund federal assistance for special education, proposing to change the funding stream under IDEA from discretionary to mandatory. Under Bass's bill, the minimum state grant for special education would increase by 5 percent each year beginning in Fiscal Year 2002, until Fiscal Year 2006, when federal funding would reach 40 percent.

Senators Kennedy, Jeffords, and Hagel also have introduced legislation to fully fund IDEA within six years.

Four different bills introduced by Reps. Tom Tancredo (R-CO), Lynn Rivers (D-MI), Darlene Hooley (D-OR), and Rob Simmons (R-CT) do not call for mandatory IDEA funding. However, they reflect the growing support in Congress for the need for additional monies to effectively carry out the law's requirements.

President Bush advocated for full funding of IDEA in his campaign speeches and in his replies to questions from *CEC Today*. However, he has not addressed the need for full funding of special education since he took office.

CEC's Campaign for Full Funding

CEC is tackling the full funding issue on many different fronts. CEC's Public Policy Unit, armed with kits describing the need for full funding and how the money helps our children, is meeting regularly with key congressional staff. Every congressperson is receiving one of the kits and follow-up correspondence.

To expand our reach and show the large base of support for full funding, CEC is working closely with a number of major education associations and disability organizations. These groups all support full funding and in particular Bass's and Hagel's mandatory full funding bill. Each group is performing its own lobbying efforts in addition to soliciting support from its members.

To increase public awareness of the issue, CEC has implemented a media campaign. In addition to working with individual reporters so that they understand the importance of full funding, CEC issued a nation-wide press release in early February. (See the CEC Web site, www.cec.sped.org, for a copy of the release.)

CEC also asked our members to join us in alerting Congress to the need for full funding. On March 26, CEC sent an e-mail to all members for whom we have e-mail addresses asking them to let their Congress members how important full funding of IDEA is. (To receive future CEC-Special-Alert notices, make sure CEC has your current e-mail. Call 888/232-7733 or service@cec.sped.org to give us your e-mail address.)

In addition, CEC will initiate a large lobbying effort at the 2001 Convention & Expo in Kansas City, Mo., April 18-21. Computers will be set up where attendees can send e-mails and letters to their congressional representatives on the spot. We anticipate nearly 3,000 letters being sent on this issue during convention alone!

And CEC's CAN network is working overtime for full funding. CAN members are visiting their congressional representatives at home and impressing upon them the need to support full funding. Our CAN representatives also will attend special sessions on this issue at their meeting in Washington, D.C., and make visits to the Hill this summer.

Actions You Can Take

CEC members can participate in CEC's full funding campaign by urging their members of Congress to co-sponsor the Bass bill (H.R. 737) and the Hagel bill (S. 466) supporting IDEA. You can send your representatives a personalized e-mail through CEC's Legislative Action Center. Simply go to http://capwiz.com/cek/home/, and search for your Congress member by entering your zip code. □

After School, *from page 13*

Including Students with Gifts and Talents

Students with gifts and talents also profit from after school programs. They offer a variety of opportunities for students with gifts and talents to explore interests, try new academic courses, refine skills, and make friends. Not only do students with gifts and talents participate in enrichment activities, they also often take on a mentoring or peer tutoring role. And, like students with disabilities, students with gifts and talents enjoy the freedom and relaxed nature of after school programs.

What Makes a Good After School Program

Academic achievement and enrichment is a top component for a quality after school program, particularly for students with exceptionalities, says Montague. In fact, for students and parents, homework assistance and support ranked high on their list of priorities. In addition, some type of control for attendance is vital if the program is to help students progress academically. Other priority needs include:

- Have caring adults man the programs. The staff must love kids and have a personal management style.
- Make the program fun and motivating.
- Make the program active and hands-on. The students need to feel totally engaged.
- Ensure the students interact with each other. After school programs should include a strong social component, and no one should be left out.
- Have students and families help decide what types of activities to provide.
- Include field trips and community service as program activities.
- Provide a wide variety of activities: art, sports, music, cooking, photography, computer skills.
- Provide snacks.
- Provide administrative support. □

CALENDAR OF CEC events

may

May 3-4, 2001
Life Centered Career Education (LCCE). Holiday Inn on the Bay, San Diego, CA. Contact 888/232-7733 or conteduc @cec.sped.org

june

June 8-10, 2001
National Symposium: Policy and Practice to Ensure High Quality Teachers for Children and Youth with Disabilities. Mayflower Hotel, Washington, D.C. Contact Lynn Boyer, CEC, 1110 North Glebe Road, Suite 300, Arlington, VA 22201-5704, lynnb@cec.sped.org

June 22-24, 2001
CEC-Franklin Covey Workshop: 4 Roles of Leadership. Chicago, IL. Contact: CEC, 1110 North Glebe Road, Suite 300, Arlington, VA 22201-5704, 888/232-7733, conteduc@cec.sped.org

july

July 19, 2001
MO-DLD/CEDS Annual Summer Conference. Ramada Inn, Columbia MO. Contact: Joan Seidel, 3802 Franklin, Hartsburg, MO 65039, 573/657-4601, sarahabates@hotmail.com.

october

October 4-5, 2001
DLD Annual Conference, "Bridging the Gap Between Research and Practice." San Antonio, TX. Contact: Charles Hughes, Penn State University, 227 Cedar Building, University Park, PA 16802, 814/863-1699, FAX 814/863-1002, CAH14@psu.edu.

October 4-6, 2001
CCBD International Conference on Programming for a Diverse Population of Children and Youth with Emotional/Behavioral Disorders. Atlanta Airport Hilton and Towers, Atlanta, GA. Contact: Lyndal Bullock, University of North Texas, PO Box 310860, Denton, TX 76203, 940/565-3583 (O), FAX 940/565-4055, bullock@tac.coe.unt.edu.

October 11-13, 2001
DCDT 11th International Conference, "Transition: Exploring New Frontiers." Denver Marriott City Center Hotel, Denver, CO. Contact: Ann Pearce, Colorado Dept of Education, 201 E Colfax Ave., Rm. 300, Denver, CO 80203, FAX 303/866-6811, pearce_a@cde.state.co.us.

October 25-27, 2001
CEDS 2001 Topical Conference. Hotel Monteleone, New Orleans, LA. Contact: Sandra Latchford, 60 Surrey Crescent, Fredericton, NB E3B 4L3, Canada, 506/453-3515, FAX 506/453-4765, sandral@unb.ca.

november

November 7-10, 2001
California Federation Conference, "The future is here. Make TODAY count!" Bahia Resort Hotel, San Diego, CA. Contact: Details Details, 916-443-3855, e-mail: marion@details2.com

November 16-17, 2001
***Celebrating Every Child:* 45th Annual Ontario Provincial Conference:** Victoria Inn, Stratford, ON. Contact claranne.mcfarling@sympatio.ca

december

December 1-5, 2001
2001 Annual International DEC Conference. Boston Marriott Copley Place, Boston, MA. Contact: DEC Conference Office, 3 Church Circle, Suite 194, Annapolis, MD 21401, 410/269-6801, FAX 410/267?0332, office@gomeeting.com.

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Vol. 7 No. 9
May/June 2001
www.cec.sped.org

CEC Seeks Comment on Teacher Preparation Standards!

CEC has new performance-based standards for the preparation and licensure of special educators. CEC invites you to review these standards!

Please submit your comments by July 15, 2001.

To review the standards, see CEC's Web site: www.cec.sped.org/ps-menu.html.

Do You Have E-mail?

Please make sure CEC has your current e-mail address. Send your name, CEC ID number, and your e-mail address to service@cec.sped.org.

inside

CEC Honors Children with Disabilities Who Achieve. .2

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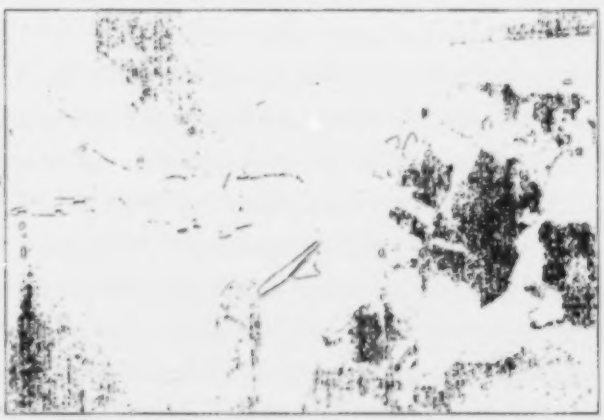
Meet the 2001 Award Recipients 12

CEC's 2001 Convention & Expo — A Grand Time for Learning and Fun

The learning was inspirational, the presenters extraordinary, the exhibits remarkable — and the fun an unexpected bonus. Thus said the nearly 6,000 attendees at CEC's 2001 Convention & Expo held in Kansas City, Mo., this past April. Beverly Sills kicked off the convention with her keynote address, which portrayed the caring of special educators as well as the progress we have made in special education.



Special education teachers experience a multi-sensory classroom at the Teacher-to-Teacher Swap & Share at CEC's 2001 Convention & Expo.

Then, for the next three days, participants piled into session after session to learn the latest instructional strategies to help students with exceptionalities. Teaching reading and math, helping students with Attention Deficit Disorder stay on task, learning effective methods to help students control behavior, providing quality programs for students with gifts and talents, catching up on the latest developments in the federal government — all this and more captured the interest of our attendees. And the learning didn't stop with the "classroom." Attendees filled the Expo Hall to find the latest materials and resources for their students. And, everywhere you looked, special educators of all specialties were comparing notes and trading ideas about how to help their students.

But as the days ended, the fun began. Our attendees flocked to the numerous socials, feasted at Kansas City's fine restaurants, and sizzled with the sounds of KC's hottest jazz. And at CEC's Saturday night gala, they hit the dance floor with gusto. All in all, it was a wonderful convention, filled with the excitement of learning, making and renewing friendships, and celebrating the specialness of special education.

Beverly Sills — Thank You from a Grateful Parent

Beverly Sills, well-known opera star and the mother of two children with disabilities, spoke from the heart in her keynote address. She recounted her experiences as a mother of children with special needs. Her daughter, Muffy, is deaf, and her son, Peter, has autism and mental retardation. She said having a child with a disability is devastating and something from which one never recovers.

When Sills was raising her children, experts in special education were not available.

"I could not imagine a whole room like this full of teachers who wanted to help children with disabilities," she said.

Continues on page 4

And the 2001 Yes I Can! Award Goes to...

Academics
Sarah Katherine "Katy" Cole, Phoenix, Ariz.
Rachel Elaine Heintzelman, Orlando, Fla.
Alyson Hunt, Urbana, Ohio
Chris Janssen, Winnipeg, Manitoba
Robert Smith, Midland, Mich.

Arts
Sujeet S. Desai, Fayetteville, N.Y.
Karen Johnson, Muskegon, Mich.
Tia Prather, Washington, D.C.
Robert "Aaron" Reed, Sandusky, Ohio
Hui-Pu Yu, Tulsa, Okla.

Athletics
Ashley Hovey, Conifer, Colo.
Melissa McDonald, Canton, Ohio
John Rokosh, Winnipeg, Manitoba
Jared Stofflett, Farmington Hills, Mich.
John Swope, Enola, Penn.

Community Service
Amanda Burke, Goodrich, Mich.
Tynika Davis, Canton, Ohio
Cassie Hipps, West Salem, Ohio
Kevin Joseph Mallary, Orlando, Fla.
R. Alan Street, Jr., Fredericksburg, Va.

Employment
Felipe Bolanos, Baton Rouge, La.
Arthur Lightell, Broussard, La.
Rachel Lea Smalley, Charleston, Tenn.
Randy Winans, Vallecito, Calif.
Elizabeth "Betsy" Wilcox, Boise, Idaho

Extracurricular Activities
Ian Nelson, Batavia, Ill.
John T. Schultz, III, Milton, Penn.
Brittani Spriggs-Hawkins, Laurel, Md.
Amanda Wallick, North Canton, Ohio
Jared Everett White, Lebanon, N.J.

Independent Living Skills
Chad Alan Biery, Mount Gilead, Ohio
Vanessa Boyer, Winnipeg, Manitoba
Kate Cuthbertson, New Hope, Minn.
Nicholas Hipsher, Piedmont, Mo.
Herve Wohlgemuth, Tallahassee, Fla.

FEC and CEC salute these outstanding individuals!

CEC and FEC Proudly Recognize Our 2001 Yes I Can! Award Winners

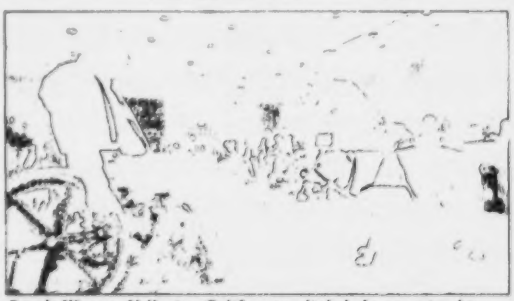
CEC and the Foundation for Exceptional Children (FEC) awarded 35 Yes I Can! Awards this year to outstanding students with disabilities in the U.S. and Canada. The Yes I Can! Awards were presented during the CEC Awards Ceremony in Kansas City, Mo., on Friday, April 20, 2001. CEC and FEC would like to thank Pearson Learning for sponsoring the Awards Reception.

To learn more about each Yes I Can! award recipient go to the CEC Web site, www.cec.sped.org.

NFL champion Neil Smith congratulates Jared White, Lebanon, N.J., on his award.

Nominate a Student for Next Year

Nominate a student for the 2002 Yes I Can! Awards. For more information, see the CEC Web site, www.cec.sped.org, or contact FEC at fec@cec.sped.org or 703/264-3507. □



Randy Winans, Vallecito, Calif., gets a little help removing his sock from Jeb of Canine Companions.

Christopher Janssen, Winnipeg, Manitoba, celebrates his Yes I Can! Award with his mom.

Amanda Wallick, North Canton, Ohio, makes a new friend at the Awards Reception.

Herve Wohlgemuth, Tallahassee, Fla., has his photo taken with TV star Chris Burke.

Ashley Hovey, Conifer, Colo., receives her award from Neil Smith.

CEC's First Representative Assembly Tackles Issues of Importance to the Field

At CEC's first Representative Assembly, our representatives addressed issues of concern to the field, including paperwork, caseloads, and high stakes testing. Following is a summary of the discussions on each of these issues.

Paperwork

The excessive amounts of paperwork special education teachers must complete fostered intense discussion. Representatives noted that with the 1997 reauthorization of the Individuals with Disabilities Education Act (IDEA), the amount of paperwork connected with special education increased substantially. As a result, teachers are unable to provide high quality instruction and it is more difficult to retain qualified special education teachers.

"I have teachers leaving primarily because of paperwork," said Michael Grimes, representative from California. "It's hurting my kids, because the teachers are leaving."

Grimes also noted that his school lost 2,000 minutes of instructional time in a quarter due to demands that his teachers be involved in the rewriting of IEPs.

Patrick Putnam, from New Mexico, spoke from the parents' perspective and warned that CEC needs to be careful that the rights of students with disabilities are not compromised.

Representatives proposed that CEC address paperwork as part of our recommendations for the reauthorization of IDEA.

Caseloads

The high caseloads special educators are forced to accept was another issue the Representative Assembly discussed. On average, one special education teacher currently serves 38 students and consults with 17 different general education teachers, according to CEC's 1999 survey. In addition, no two states have the same standards regarding caseloads.

When determining standards for appropriate caseloads, CEC representatives said the following factors should be considered: whether or not a paraprofessional is required for the classroom, the variety of disabilities of the children the teacher serves, and the total number of students with exceptionalities to whom services are delivered. It was further suggested that information from itinerate and homebound teachers, as well as from general education teachers, be gathered. Another recommendation was that CEC collect data concerning caseloads from each state and province.

High Stakes Testing

The Representative Assembly also raised the issue of high stakes testing. High stakes testing has raised concern across the nation for both teachers and students. In some states, such as Pennsylvania, schools are being re-evaluated based on test scores. As a result, children with IEPs are shuttled to other schools so their home school's test scores won't be brought down. Another concern is how accommodations affect the validity and outcomes of a test. It was further suggested that a new or alternative test be developed for students with disabilities.

Bonnie Weeks of South Carolina noted that CEC needs to treat high stakes testing carefully, because special educators have advocated for the inclusion of students with disabilities in standardized assessments.

A work group was formed to study this issue further.

Licensure

The Representative Assembly will discuss licensure of special education teachers online.

Other Actions

The Representative Assembly elected three members to the nominations committee, passed resolutions honoring Leo Cain and Romaine Mackie, discussed the Unit Task Force's recommendations, and approved a policy to remove board members for cause. □

inside

May/June 2001 Vol. 7 No. 9

CEC Today is published 10 times a year, Jan/Feb, March, April/May, June, July, Aug., Sept., Oct., Nov. and Dec., by The Council for Exceptional Children, 1110 N. Glebe, Suite 300, Arlington, VA 22201-5704. Telephone 888/232-7733, TTY 703/264-9446, lyndav@cec.sped.org, Web: www.cec.sped.org.

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Advocacy in Action

CEC Seeks to Expand Learning Opportunities for Students with Gifts and Talents

CEC is working with Congress to promote learning opportunities for all children with gifts and talents. Because of the advocacy efforts of CEC members, CEC's Association for the Gifted (TAG), and others concerned with gifted education, Congress knows that gifted education is an important part of education.

It seems that Congress will maintain the Jacob Javits Gifted And Talented Student Education Act and restore its funding under the Elementary and Secondary Education Act (ESEA). What is more, Congress is considering legislation to expand the activities under the Javits Act to better meet the needs of all students with gifts and talents. Thus, the federal role in gifted education will continue and possibly expand under ESEA.

Deborah Ziegler of the CEC Public Policy Unit discusses the latest developments on the Javits Act with Mary Ruth Coleman, CEC member and past president of TAG.

"The importance of the expanded federal role should not be underestimated," says Mary Ruth Coleman, CEC member and past president of TAG. "Currently, services are not provided for children with gifts and talents in over a third of the states, and so many children's needs go unmet. It is truly exciting that we may be able to address this."

Efforts to repeal the current Javits Act as a part of the reauthorization of ESEA arose as part of a larger effort to "consolidate" smaller programs such as gifted education into a larger block grant to states to be used for a host of optional state educational activities.

CEC has endorsed legislation currently under consideration in the Senate and House of Representatives (S. 421 and H.R. 490, respectively) sponsored by Senator Chuck Grassley (R-IA) and Representative Elton Gallegly (R-CA) for gifted education. The legislation will provide grant money that state education agencies would distribute to local school districts to support programs and services for all gifted and talented students in the state, including funds for (a) professional development, including in-service training for general education teachers, school counselors, and administrators; (b) innovative programs and services, including curriculum for high-ability students; (c) emerging technologies, including distance learning; and (d) technical assistance. Both bills authorize $160 million beginning in fiscal year 2002 through 2006.

The new legislation has strong bipartisan support in both houses of Congress, and a version of it will likely pass in the Senate. Unfortunately, the House bill recently suffered a set back in the House Rules Committee, which voted against allowing the bill to be brought up for a vote on the House floor. However, assuming the Senate passes the measure, a so-called Senate/House ESEA conference committee will ultimately decide the fate of the new gifted and talented legislation.

"We still have our work cut out for us, but I believe we are on the road to success," says Coleman.

Actions You Can Take

CEC members can participate in CEC's efforts to expand learning opportunities for students with gifts and talents by urging their Congress members to support the Senate version of ESEA. You can send your representative a personalized e-mail or find their mailing address or phone number through CEC's Legislative Action Center. Simply go to capwiz.com/cek/home/, and search for your Congress member by entering your zip code. □

Convention, *from page 1*

Nevertheless, Sills was able to find the special teachers her children needed. As a result, her daughter learned to speak. While this is an expected accomplishment for most children, it was a miracle for Sills, who remembers the day her daughter first said "Mama" at the age of two. This special teacher touched Muffy's life as an instructor and as a friend. Muffy, who is now in her 40s and has enjoyed a successful career with Verizon Communications, still corresponds with this extraordinary teacher.

While Sills' son, Peter, had more severe disabilities, he, too, has gained from caring educators. Today he works in a workshop setting.

"As parents, we thank teachers," said Sills. "When you see what they (children with disabilities) can accomplish with people like you, it's miraculous."

Session Highlights

Following are highlights from some of the most popular sessions at the 2001 CEC Convention & Expo.

Reduce Stress — Enjoy Teaching More

Linda Jacobs and Delia Joseph gave attendees down-to-earth strategies to reduce stress, which they said is often caused by feeling out of control — and the main thing that is out of control is time. To regain control, they suggested that at the end of each day you make a "to-do" list of tasks to be completed the next day. Then prioritize the list. "A" items are tasks that must be done (preparing for an IEP conference or a meeting with your principal or colleague, arranging a field trip for your students). The "B" list is composed of tasks that should be done today — you'll feel better if they are completed. Items on the "C" list can be put off. Making such a list puts things in perspective and keeps you from stressing overnight over upcoming tasks. List making also gives you a sense of accomplishment as you check off each completed item.

Continues on page 5

Convention, *from page 4*

Jacobs also recommends that you build a 10 percent cushion into each day, time when you can catch up on items that take longer than expected. In addition, you should block your calendar to accomplish big tasks such as writing an IEP. Also, schedule your hardest tasks during your best time.

If you find your "A" list continually remains uncompleted, you aren't managing time well or you are putting too many tasks on your "A" list.

Jacobs also says you should schedule some free time.When every minute is spoken for, you will feel exhausted. She further recommends that you take a break during the school day by walking around the building or sending a problem student to the office with a note. You can also do deep breathing while your students complete an activity or have them do deep breathing with you.

Then, when you get home, take time for yourself by turning off the phone and cell phone and turning on your answering machine. Also, only give your cell phone number to people who truly need to contact you. (For more on reducing stress, see the CEC Web site, www.cec.sped.org.)

Teaching Reading

While phonological awareness has received a lot of attention in the past few years, it is only one aspect of good reading instruction, according to Reid Lyon, researcher at the National Institutes of Health. For students to learn to read fluently, a reading program must include phonological awareness, phonics, vocabulary development, and comprehension strategies.

As a precursor to reading, children must understand that the language is made up of smaller sound segments: the word "cat" is made up of three different sounds, says Lyon. This skill can be taught, and assessed, by asking children to rhyme and using other "word games" such as tongue twisters. Next, Lyon recommends that children be taught phonics, which links sounds to letters.

While these two strategies will put many children on the road to good reading, it is not enough for all. Some children will still have trouble reading fluently, which is critical if they are to comprehend and enjoy reading. To help these students, we must provide opportunities for them to practice the skills they know. That means the language in reading materials must remain simple rather than including new, unfamiliar vocabulary words. Additionally, we should give students more opportunities to read aloud, so they can receive feedback. According to Lyon, at the early reading stages there is no evidence that reading silently helps students read fluently or improves their reading in other ways.

To further help children become good readers, they should receive direct instruction in vocabulary development and in strategic thinking to develop comprehension skills.

What the Brain Tells Us about Reading

Brain mapping is giving us more detailed information about how children learn to read. For example, for children who are good readers, imaging shows active patterns in their left hemisphere. When children have not been exposed to the language sound system (phonemic awareness), such as many children who are raised in poverty, their brain shows a diminished activation pattern. However, when these children receive interventions, their brain activation pattern increases, thus giving them the foundation for fluent reading and comprehension.

Conversely, brain imaging for children with a learning disability for reading reveals a diminished activation pattern that does not improve significantly with exposure to the language sound system or other reading interventions.

Discipline

The old ways don't work -- at least not for those students who cause teachers and administrators the most discipline problems. To change the behavior of these students, rather than rely on punishment, we must implement a school-wide disciplinary support system as well as individual supports and interventions.

Dispelling the Myths

If we are going to truly impact the behavior of our most hard-core students, we must change our expectations of the way they will respond to traditional disciplinary actions. They don't perceive the world the way we did — nor the way most of our students do, says behavioral consultant Randy Sprick. For example, many educators believe that most behavior change happens through punishment. With tough, troubled kids, this plan is doomed to failure, for their response to punishment is "So what?" Keeping a student who receives little or no adult attention in for recess or after school where he or she has the teacher's attention is not a punishment. In-school suspension often provides time for the student to be with his or her best friends in an intimate setting, and suspension is a sanctioned vacation. Call the student's parents for swearing, and the educator will likely learn some brand new words to add to his or her vocabulary. In short, most of our punishments are meaningless to or reward the student with severe behavior problems.

Another myth is that students should do something because the teacher asks them to. Unfortunately, our at-risk students do not see teachers, or even principals, as automatically deserving respect. These students put everyone on a "horizontal" level, and a trip to the office means a nice change of scenery, says Sprick, not a punishment that deters misbehavior.

Implementing Positive Behavior Strategies

Then how do we change student behavior? CEC's presenters agree that we must implement positive behavior interventions and support programs. However, Sprick emphasizes that that does not mean tolerating misbehavior or lowering our standards for appropriate behavior. Rather, it means that educators must realize that some students come to school with poor behavior skills and that they will need more instruction in this area.

Continues on page 15

Meet the 2001 Student CEC Awards Recipients

Susan Phillips Gorin Award

Tamarah Ashton and Wendy Weichel
California State University, Northridge

Tamarah Ashton and Wendy Weichel, assistant professors, California State University, Northridge, revitalized Student CEC Chapter #918 in the fall of 1998. They encouraged students to join Student CEC and held numerous events that the members found useful. Although many students were busy with family, jobs, and school commitments, these inspirational professors made CEC involvement work for the students.

In addition, they have been indispensable in helping students achieve their educational goals.

CEC President Hellen Bogie congratulates Monica Roache' of George Washington University on winning the 2001 Student CEC/CEC Black Caucus Scholarship.

Outstanding Student CEC Member of the Year Award

Laurie J. Johannsen (Graduate)
Eastern New Mexico University, Portales

Laurie J. Johannsen has made extensive contributions to Student CEC and special education, including coordinating numerous fundraisers for Student CEC Chapter #142, organizing and participating in community and campus activities, and actively participating in the New Mexico Federation. Johannsen has served Chapter #142 twice as its president and has served as the New Mexico Student Association president and governor.

Lisa Blaskowski (Undergraduate)
University of Wisconsin, Oshkosh

Lisa Blaskowski exemplifies the diverse interests and abilities of Student CEC members. She has helped with Special Olympics and United Cerebral Palsy Respite House, was one of six education students selected to go to Belize, Central America, to work in the schools, and worked on the Undergraduate Collaborative Research Project, which dealt with preventing violence in schools by investigating bullying. Blaskowski serves as president of Student CEC Chapter #558 and president of the Wisconsin Student CEC Association.

Student CEC Graduation Award

Elaine T. Gard
Eastern New Mexico University, Portales

Elaine T. Gard has organized and assisted in numerous functions that assist children with exceptionalities. As vice president of Student CEC Chapter #142 and vice president of the New Mexico Student CEC Association, Gard has recruited students from all the professional education courses and provided professional development activities for the local chapter. In joint research with another university student, she designed, created, and published a Web site to document research on literacy software usage in the classroom. Meanwhile, she created and researched a Web site to promote community involvement in literacy for two county areas.

Gard has achieved the Award of Excellence at the university. She also has received numerous awards for her community service contributions as a military wife and for the local community.

2001 Student CEC/CEC Black Caucus Scholarship

Monica L. Roache'
George Washington University, Washington, D.C.

Monica L. Roache', a doctoral student majoring in bilingual special education, is dedicated to serving the community of culturally and linguistically diverse students with special needs. Roache' re-established the Student CEC chapter at George Washington University, developed a partnership with Disability Support Services at GWU, conducted an in-service with teachers concerning linguistic and cultural factors, participated in educational investigation in Southern Spain, and presented peer reviewed research findings. □

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Division Focus

CASE

Council of Administrators of Special Education

CASE members had a full schedule of activities at the CEC Convention & Expo! At the CASE business meeting, constitutional amendments were adopted that bring the CASE constitution in line with the new CEC structure. Also, Christy Chambers was re-elected as secretary, and Cheryl Hofweber is the new Canadian representative.

Christy Chambers and Jonathan McIntire received the CASE Award for Outstanding Administrator, and Joan Jordan received the Harrie M. Selznick Distinguished Service Award. CASE subdivisions recognized for outstanding achievement were Georgia, Missouri, and New York. Idaho had the most membership growth, and the Exemplary Unit Award went to the Illinois CASE.

The CASE reception featured an auction, and funds raised will support the CASE reception in New York in honor of CASE's 50th Anniversary. Thank you to HOSTS and AGS for sponsoring the reception. Plans are underway for the summer LTI and CASE Executive Committee meeting in Washington, D.C. The fall Board of Directors meeting will be held in conjunction with the CASE Annual Conference in Irving, Calif., in November.

CCBD

Council for Children with Behavioral Disorders

Get a free gift from CCBD by registering in the Members Only section of the CCBD Web site at www.ccbd.net! CCBD members are invited to join our listserve at CEC@unr.edu.

Also, plan to attend the International CCBD conference, to be held Oct. 4 -6, 2001, in Atlanta, Ga. Innovative and best practices for working with E/BD students will be highlighted. Registration details will be mailed to CCBD members and will be available on the CCBD Web site!

CEDS

Council for Educational Diagnostic Services

CEDS invites you to its Annual Topical Conference, "Cultural Diversity and Assessment Part II," to be held Oct. 25-27, 2001, in New Orleans, La. For reservations, call 504/523-3341 or 800/535-9595. For more information, contact Sandra Latchford, 506/453-3515, fax: 506/453-3569, sandral@unb.ca. Or, visit the CEDS Web site at www.cec.sped.org.

DCDT

Division on Career Development and Transition

The DCDT awards were presented during the business meeting held in Kansas City, Mo.: Teacher of the Year, Linda Daves; Employer of the Year, Children's Hospital Medical Center of Cincinnati, Ohio; Donn Brolin Award for State Leadership and Service, Janet Adams and Michele Polland; Marc Gold Award, Blue Valley School District's Transition Program, Overland Park, Kansas; Oliver P. Kolstoe Award, Paula Kohler.

Register for DCDT'S International Conference, to be held Oct. 11-13, 2001, in Denver, Co., at www.ED.UIUC.EDU/ SPED/DCDT/ or contact Jerry Junkins, 843/821-1345, JDJUNKINS@MSN.COM, or fax: 843/821-8606.

DEC

Division for Early Childhood

During the DEC Executive Board meeting, new board members and committee chairs were introduced: Laurie Dinnebeil, vice president; Mark Innocenti, governor; Sarah Mulligan, member-at-large; Melissa Olive, member-at-large; Eva Horn, *Young Exceptional Children* editor; Martha Mock, student activities chair; Sarintha Stricklin, membership committee; Mary Hendricks, personnel preparation committee; Richard Roberts, research committee.

Attend DEC's 17th Annual Conference on Young Children with Special Needs and Their Families, to be held on Dec. 2-5, 2001, in Boston, Ma. The conference theme is "Early Childhood in the New Millennium: Recommended Practices for the Future," and the conference provides research and practitioner information for those working with children ages 0-8. For more information or to view the minutes from DCDT's meetings, visit our Web site at www.dec-sped.org.

At the CEC and FEC awards presentation, early childhood advocate and DEC supporter Mark Wolery received the CEC Special Education Research Award.

DISES

Division of International Special Education and Services

DISES President John Visser of the University of Birmingham, U.K., was selected as the international representative to the CEC Nominations Committee. Visser will provide an international perspective when identifying leadership personnel for CEC.

MRDD

Division on Mental Retardation and Developmental Disabilities

MRDD had record attendance at its showcase session on autism, great committee participation, and a well-attended business meeting and presidential reception. MRDD recommended changing its name to the "Division of Developmental Disabilities," which will allow MRDD to become more inclusive and reflective of the individuals it serves. The recommendation resulted from several years of committee work, a literature review, and focus groups. MRDD members have until Sept. 1, 2001, to respond to a mail ballot regarding the name change.

TED

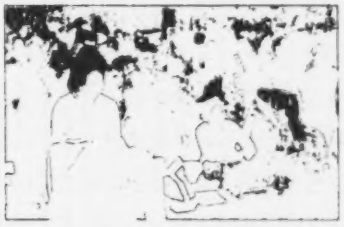
Teacher Education Division

The TED Executive Board has completed a monograph on unified teacher preparation programs, worked on a distance education monograph, prepared for TED's summer institute on Teaching through Cases, and worked with our consultant toward full funding of the Individuals with Disabilities Education Act (IDEA).

TED's alignment of the TED constitution and by-laws with the new CEC constitution and by-laws is nearing closure. TED will post the new constitution and by-laws on its Web page in late May to get member input.

2001 CEC Convention & Expo Photo Album

Attendees Pack CEC's Informative, Dynamic Sessions



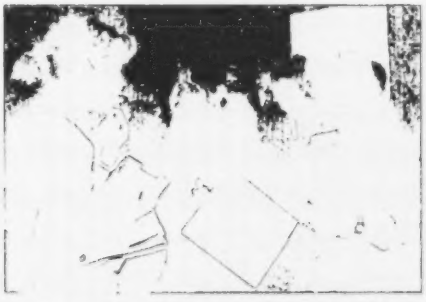
Attendees crowded into into educational sessions to learn the latest techniques from the top experts in the field.

(Above) Educators participate in a computer class on Web design. (Right) A convention participant takes a moment to log on to the CEC Web site.

Many sessions included "hands-on" experience.

Attendees Try a Wide Variety of Edu

Thousands of special educators anticipated the opening of the 2001 CEC Expo.



Session attendees had numerous opportunities for one-on-one attention from presenters.

Attendees talked with company representatives and saw new products first-hand.

Participants Write to their Congressional Members from Convention

At the CEC Legislative Action Center, hundreds of attendees e-mailed letters to their congressional members asking them to support full-funding of special education and legislation for children with gifts and talents.

ion Materials and Resources at the CEC Expo

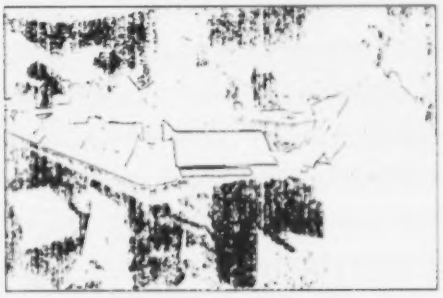
Hundreds of attendees took advantage of the opportunity to talk with recruiters from around the country.

Some convention goers took product testing to a new level.

Participants had the opportunity to try new products and services.

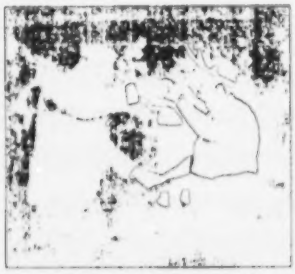
CEC's Representative Assembly Addresses Issues that Affect the Field

CEC President Hellen Bogie welcomes participants to CEC's first Representative Assembly.



Representatives came to listen and share their ideas and concerns in the Representative Assembly.

The Fun Never Stops



When it comes to having a good time, these special educators are no exception.

The New York Federation gave gala goers a taste of a New York chorus line.

EXTRA credit

Computer Donation Program for Schools: Each time a Charter One customer signs up to bank online at www.charterone.com, the bank makes a contribution to its "One-Click Fund," which purchases computers and printers for participating schools. Contact: Cindy Schulze, 216/298-7155 or www.charterone.com.

Visual Impairment Rehab Teacher Discussion List: American Federation for the Blind has introduced RT-L, a listserv for rehabilitation teachers and professionals. To subscribe, address an e-mail to LISTSERV@UMBSKY.CC.UMB.EDU. In the body of your e-mail, type: SUBSCRIBE RT-L (Your first and last name). Contact: mcculley@UMBSKY.CC.UMB.EDU.

E-mail Change of Address Service: Visit www.veripost.net and register your old and new e-mail addresses. When someone e-mails you at your old address, veripost either gives them the new address automatically (if you choose) or e-mails you that the person is attempting to contact you. Contact: www.veripost.net.

First Books: First Books provides low-income children with their first new books. Contact: 866/READ NOW or www.firstbook.org.

VA to Pay for Certifying Exams: Under a new law, veterans and their survivors may qualify for reimbursement of the cost of teacher certification or licensure exams. Contact: 888/442-4551 or www.gibill.va.gov.

SmarterKids.com Offers Travel Tips: SmarterKids.com has some helpful tips on preparing for your trip. Contact www.smarterkids.com or learningstarcorp.com.

A Job Board for Everyone: CollegeJobBoard.com helps students and alumni find full-time jobs, part-time jobs, and internships. Contact: 781/239-8106 or www.CollegeJobBoard.com.

CEC Honors Its Teachers of the Year

CEC recognized several outstanding teachers at its annual Teacher of the Year Luncheon at the 2001 CEC Convention & Expo. Family members, colleagues, and CEC and community leaders joined in celebrating their accomplishments.

Clarissa Hug Teacher of the Year Karen Voytecki receives her award from CEC President Hellen Bogie.

Keynote speaker Alexa Pochowski, CEC President Elect Jacquelyn Alexander, and CEC President Hellen Bogie sing along at the Teacher of the Year Luncheon.

Alexa Pochowski, Kansas State Director of Special Education, challenged those in attendance not to give up on any child. She compared children with severe learning problems with the bamboo seed, which shows no sign of growth for five years before undergoing a growth explosion the fifth year.

Wayne Triska, North Dakota Teacher of the Year, listens to the keynote address.

Each Teacher of the Year attending the luncheon received a commemorative statue and a letter of congratulations from U.S. Education Secretary Rod Paige.

2001 CEC Teachers of the Year Attending the Luncheon

- **Karen Voytecki**
  Clarissa Hug Teacher of the Year, Florida Federation
- **Esther Bailey**
  Kentucky Federation
- **Deanna Berge**
  Minnesota Federation
- **Kathy Bills**
  Oklahoma Federation
- **Diana Carter**
  Kansas Federation
- **Linda Daves**
  Division on Career Development and Transition
- **Diane Ellis**
  Nebraska Federation
- **Linda Key**
  Mississippi Federation
- **Mary Loyd**
  Illinois Federation
- **Robbie Ludy**
  Iowa Federation
- **Joan Schuller**
  Utah Federation
- **Wayne Triska**
  North Dakota Federation

Linda Key, Mississippi Federation Teacher of the Year, shares a smile with CEC President Hellen Bogie.

Teachers Pack the Room for CEC's Annual Teacher-to-Teacher Swap and Share

Teachers from across the U.S. and Canada filled the room to overflowing to hear 2001 Clarissa Hug Teacher of the Year Karen Voytecki; Nancy Barnett, 2000 Clarissa Hug Teacher of the Year; and Diana Carter, Kansas Federation Teacher of the Year share their award winning teaching methods.

Diana Carter, Kansas Federation Teacher of the Year, tells participants how she transforms her classroom into a McDonald's for two weeks each year.

It was standing room only as teachers gathered to hear CEC's Teachers of the Year share their dynamic lesson plans.

Nancy Barnett, 2000 Clarissa Hug Teacher of the Year, demonstrates how to make one of the greeting cards her students make and sell.

Karen Voytecki, 2001 Clarissa Hug Teacher of the Year, explains her multi-sensory classroom.

Diversity at the 2001 Convention

As evidenced by the many diversity activities at convention, attention to diversity is increasing throughout CEC.

- Divisions are establishing diversity committees and developing diversity programs.
- The Multicultural Summit featured students relating their experiences with diversity.
- There were a record number of sessions (103) devoted to diversity.
- All of the caucuses held well-attended and lively meetings.
- The caucuses and DDEL discussed the proposed plan to eliminate the Ethnic and Multicultural Concerns Standing Committee and requested the Board of Directors to delay its demise.
- For the first time, exhibitors were asked to place ethnic materials on the diversity table.
- The Equity in Publications Task Force met with the editors of *EC* and *TEC* as well as the division journals to apprise them of the task force's concerns.
- The pre-convention workshop, "Identity Development Among 'All' Learners: Culturally Respectful, Relevant, and Responsive Pedagogy in Dynamic Classrooms," received excellent reviews.

Please watch upcoming issues of *CEC Today* for a more detailed account of CEC's 2001 Convention's many diversity activities. □

Canada

Ontario Sets Standards for Quality Education Programs

For the first time, Ontario will set province-wide standards that establish criteria for quality education programs and services for students with special needs. There will be specific program standards for every category of "exceptional pupil."

Program standards will describe what quality special education should look like for students with special needs. The criteria will support a range of approaches to special education, recognizing that no single approach or method will best meet the needs of all students. The standards also will address how teachers can best review a student's progress and report this to parents.

Depending on the needs of students in a particular category, program standards might include criteria about training and qualifications of teachers and support staff; appropriate learning materials; teaching, testing, and assessment methods; and availability of technology and assistive devices.

The Ministry of Education is working with its education partners, including CEC-ON and a number of parent organizations representing exceptional students, to develop the standards. Consultation will be an integral part of the process of developing the standards.

As a first step, expert teams are looking at a variety of successful special education programs in communities throughout the province. These programs have a proven track record in helping students with special needs.

Identifying what makes these local programs effective provides a strong starting point for developing quality standards that can apply to special education across the province.

The first standards will be completed in summer 2001, with all standards completed by the end of 2002.

For more information, visit www.edu.gov.on.ca/eng/general/elemsec/speced/speced.html.

Meet the 2001 CEC Award Recipients

CEC honored its 2001 award recipients at a special awards ceremony held during the CEC Annual Convention & Expo in Kansas City, Mo. Please join us in congratulating these outstanding contributors to individuals with exceptionalities.

Martin J. Kaufman
2001 J.E. Wallace Wallin Special Education Lifetime Achievement Award

Perhaps no other person has impacted the knowledge base of special education more than CEC's 2001 recipient of the J.E. Wallace Wallin Lifetime Achievement Award, Martin Kaufman. Through his 35-year career, Kaufman has garnered support for special education at the federal level, created cutting-edge research that furthered our understanding of mainstreaming students with disabilities, and played a key role in developing the nation's special education research community.

During his 20 years of government service in the Office of Special Education Programs, Kaufman was the primary leader in developing a strong vision for research programs in special education. The research programs he stimulated, nurtured, and supported have had a lasting impact on special education policies and practices, as well as on the nation's capacity to confront serious issues on behalf of children with disabilities. The research that prospered under Kaufman's guardianship vastly enhanced our knowledge of instructional programs, pre-referral intervention, assessment, school-to-work transition, policy evaluation, and technology.

Kaufman also initiated the Office of Special Education Programs' annual research conference. This conference brings the leading researchers in the field together to address the most serious local, state, and national issues affecting special education. It has proven so successful that the model has been adopted by a number of other federal agencies.

In addition, Kaufman is a seminal scholar. Project PRIME, by Kaufman and colleagues, stands as a landmark study in the field and remains the largest scale study on mainstreaming to date. From this work comes the most widely cited definition of mainstreaming. Furthermore, Kaufman & Lewis recently authored a chapter on the reauthorization of the Individuals with Disabilities Education Act, which has been widely acclaimed for its analysis of the reauthorization's impact on children with disabilities.

Through his unparalleled work in research, in designing federal programs, and in encouraging the development of a research community for special education, Kaufman has transformed the field. We are much better educators — and much better able to help the children we serve — because of this man. Dr. Kaufman, we thank you.

Karen Voytecki
2001 Clarissa Hug Teacher of the Year Award

From her instructional approach to her teaching environment, Karen Voytecki, CEC's 2001 Clarissa Hug Teacher of the Year, exemplifies innovation, excitement, and excellence in teaching. Her unique multi-sensory classroom and singular teaching style result in the academic, emotional, and social success of her students. Voytecki teaches reading to students with severe emotional disturbance, grades 3-8, at the Richard Sanders Exceptional Education Center in Pinellas Park, Fla.

Voytecki's one-of-a-kind classroom employs multiple sensory stimuli to help students stay on task. The atmosphere is not only inviting — therapy balls replace conventional chairs, classical music blends with gurgling fountain water, and the aroma of lavender and lemon waft through the room — it also soothes students and contributes to their academic success.

With the stage set for learning, Voytecki utilizes the Classroom Learning System. This instructional method involves the students in developing classroom rules and procedures, as well as in setting their own academic goals, creating action plans, and charting their progress. Voytecki's innovative approaches work well. In both behavioral and academic measures, her class is near the top of the scale!

A master teacher to children and adults alike, Voytecki shares her success with other educators through workshops, and she invites teachers into her classroom to learn and observe first-hand.

In addition, Voytecki has generated numerous positive media stories about her class and school, convinced the local community to support her class, and served as the chair of her school advisory council.

Voytecki has received the honored Paul B. Stephens Award, the Florida Federation's 2000 Marjorie Crick Teacher of the Year Award, and a special appreciation from the Boley Institute for her work with children with exceptionalities.

Mark Wolery
2001 CEC Special Education Research Award

Over the past two decades, Mark Wolery, CEC's 2001 Research Award recipient, has been in the world's top echelon of researchers and scholars who focus on applied issues related to special education. Wol-

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Award Recipients, *from page 12*

ery has been instrumental in improving instructional strategies for young children, led the field in the use of prompts as a specific instructional procedure, and made new inroads in research methodology and methods of program.

Wolery's outstanding contributions to early childhood education have enabled millions of young children to advance academically. His system for including young children with disabilities in learning opportunities with same-age peers continues to exemplify best practices today. Wolery's work includes not only procedures to instruct young children but also strategies for working with families. In addition, Wolery developed groundbreaking research on the role of friendship in the social development of young children.

Wolery also has documented the valuable role of time-delay as an instructional procedure for children who have difficulty learning. Not only is time-delay an effective procedure for teaching children key environmental relationships, it is also a procedure that emphasizes learner success while limiting the need for teacher corrections.

A prolific author, Wolery has published 18 books, including *Teaching Infants and Preschoolers with Handicaps*, which was widely adopted as a standard text and continues to influence practice in a revised form. He also has authored 18 chapters and more than 120 journal articles, which have ranged from practitioner-oriented journals to the top research journals in the field. In addition, Wolery has prepared 24 instructional manuals showing how his research can be translated into practice — an indication of his commitment to helping practitioners access research.

Through all aspects of his work, one theme remains constant: Mark Wolery is intensely committed to helping children with disabilities maximize their learning and helping teachers maximize their teaching.

Gerald J. Hime
2001 CEC Outstanding Leadership Award

The Council for Exceptional Children is proud to recognize Gerald Hime as the recipient of its 2001 Outstanding Leadership Award. Hime's service and leadership to CEC has spanned three decades and has ensured that CEC set and met the highest goals.

During Hime's tenure as CEC president, 1996-97, he played an instrumental role in the passage of the Individuals with Disabilities Education Act (IDEA) 1997. Because his testimony before the U.S. Senate's Education Committee on the reauthorization of IDEA was so highly respected, in June 1997 he was invited to the White House for the signing ceremony. Hime's service to CEC on the national level further includes 12 years as a member of the Delegate Assembly, a term as governor-at-large, and program chair for the 1995 CEC Convention in Orlando, Fla.

Hime also has held several positions in the California Federation, including federation president, governor, and CAN director. His membership development model, which is still used by regional directors and membership chairs, continues to reap outstanding results.

Hime's service to his local chapter continues unabated. During his chapter's annual fund raising, he handles in excess of six figures — money that is used to enable members to attend the state conference and national convention, to allow the chapter to have representatives at the state's Advisory Commission on Special Education, and to provide grants to teachers.

In addition to his work with CEC, Hime is highly respected in the special education community at large. He has conducted numerous workshops on special education legislation and practice, and he is a volunteer for Special Olympics.

Congratulations to Gerald Hime, who has the vision, the compassion, and the will to ensure that CEC is regarded as the premiere organization for advancing the educational success of children with exceptionalities. □

Join a CEC Listserv!

Share ideas with other special educators on learning disabilities, behavior disorders, mental retardation, severe disabilities, gifted and talented education, and more!

See the CEC Web site: www.cec.sped.org.

Special Moments in Special Ed

I was teaching a class of students with emotional and behavioral disabilities at an elementary school. It was my first full year of teaching, and I was trying a new activity. I had the students use magazines to tear out pictures that represented something about them, important to them, or that in some way described their personality. Most of the students were making collages of pictures, but one boy, a kindergartner, was making an elaborate picture. I asked him to tell me about it, and he described his scene of fishing in the river with his dad and told me that he loved nature, fishing, and spending time with his father. In the middle of the picture was a stamp sized object I couldn't quite make out, and I asked him what it represented. He replied, "Oh, that's an American Express card! Don't leave home without it!"

Elizabeth Dohrn, *via e-mail*

Send *Your* Story to *CEC Today*

Teachers often have good ideas, but not all of them turn out as planned, or your students touch you in a special way. Read fellow CEC members' stories on the Web, www.cec.sped.org, and send your anecdotes to

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1110 North Glebe Road
Suite 300
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or lyndav@cec.sped.org.

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Standing on the Faultline

BY HELLEN BOGIE,
CEC PRESIDENT

Amidst the turmoil, confusion, and cynicism that characterize much of the educational world, we need heroes — leaders who can unify, restore, and rejuvenate in the midst of forces that threaten to rip apart the fabric of education, and special education in particular.

We are currently on the fault line of a massive shake-up in education. For CEC, this coincides with a moment when we are faced with a widespread shortage of experienced personnel, personnel who are retiring, and of even greater concern, personnel who are entering as young, enthusiastic, energetic teachers and are exiting after only a few years of service. Across the United States, Canada, Britain, and other democratic countries, there is chaos as teachers and administrators leave through retirement, frustration, and/or stress; and there are few applicants to replace them.

In addition, we are experiencing a time in which commitment to and participation in volunteer organizations are at a lower level than ever in living memory.

The Opportunity for CEC

To be effective, every organization needs leaders who seek what is best for the organization as a whole. Such individuals recognize that leadership is not always smooth sailing, but they possess a vision and are committed to it. Such leaders also need followers — followers who hold the same basic commitments to the organization's purpose and are willing to pull their share of the load. Today, CEC is endowed with these characteristics within its membership, and we can take advantage of our potential to achieve our vision and mission for our teachers, our students, and our leaders.

We already have all the hard core data we require in our *Bright Futures* document. We know our teachers are working under conditions that prevent them from delivering high quality instruction; that many individuals with exceptionalities do not receive the high quality education they need to reach successful adult outcomes, and that many educators, including administrators, are asked to fulfill roles that are fragmented, ambiguously defined, and obscured by conflicting responsibilities. The vision for CEC is clear:

- Every student with exceptionalities must receive individualized support from caring and competent professional educators.... a world where caseloads are equally distributed.
- Every special and general educator must have the teaching and learning conditions to practice effectively.... management supporting teachers in every way.
- Every instructional leader must establish strong expectations for the use of effective and validated instructional practices.... kids getting what they need.

CEC's Vision

The view from the top of our mountain has been detailed in CEC's Strategic Plan in terms of vision and goals. CEC's very reason for existence is to champion professional excellence and the advancement of special education for individuals with exceptionalities. To take us into the future, we have developed three primary goals: CEC will be its members' primary resource for professional development, as well as for an exchange of knowledge that will optimize special and gifted education teaching and learning; CEC will be an influential advocate and voice for quality special and gifted education; and CEC will be the recognized source of knowledge and expertise on quality special and gifted education for all exceptional students including culturally and linguistically diverse children and youth with exceptionalities. We have charted an action plan to respond to the crisis at hand. It is imperative that as an organization we not only talk the talk but also walk the walk.

However, given the magnitude of the challenge, no one organization is equal to the task. Accordingly, CEC has issued a call to action to a critical set of partners, which include professional associations, governmental agencies, district school boards, teacher preparation programs, administrators, teachers, parents, and leaders in business and industry. Collectively, Partners in Action can make things happen.

I challenge each of you to become involved in this important venture. As we journey together, we need to ensure that we work together and pull for each other. It is imperative that we understand and respect each others' differences. What makes us the same is our common cause. Our students, and our people who work with them, are far too important to be thrown over the cliff into the existing chaos in the field. Our unified purpose will ensure that CEC continues to be the leading organization for individuals with exceptionalities throughout the world. The essence of the teamwork required to achieve this challenge is that we share a common ideal and embrace a common goal. Regardless of our differences, we strive shoulder to shoulder. And in the end, teamwork can be summed up in five short words...."we believe in each other."

- CEC believes that students with disabilities cannot achieve unless they are taught by the very best teachers using the very best interventions under the very best conditions.
- CEC believes that whether in general or special education, the single most important influence in a student's education is well-prepared, caring, and qualified teachers.
- CEC believes that leaders must be dedicated to providing the necessary supports to special education teachers and exceptional students.
- CEC believes in all of you, our modern heroes in education, who walk the fault line each day and prove to the world that the work you do as genuine, caring human beings produces order out of chaos and ensures that we continue to build MOUNTAINS OF HOPE for our students and our teachers.

To see the complete text of President Bogie's speech, see the CEC Web site www.cec.sped.org.

Convention, *from page 5*

George Sugai, professor at the University of Oregon, concurs, saying that for students with severe problem behaviors, the interventions need to be individualized, specialized, and of high intensity.

Educators will need to "overtly and directly teach responsibility and appropriate behaviors." This instruction will cover a wide range of behaviors, from how to handle anger to how to close a locker to how to behave in a school assembly.

Educators should also take a functional approach to student misbehavior and determine why the student acts out, as well as what triggers the behavior. Too often, educators fail to do this or do so in an unsystematic way, and they unintentionally help precipitate misbehavior.

Monitoring is another powerful tool to help students learn appropriate behavior. First, it tells students that adults are watching them and that they care. Second, it can be used as positive reinforcement. And third, it gives us data. The presenters agree that educators should use data, both for individuals and for the school, to guide their behavior plans and to make adjustments where needed.

Positive reinforcement is also crucial for students with problem behaviors. Sugai recommends giving these students some targeted positive reinforcement on an hourly basis. Positive reinforcement not only helps children learn what is appropriate and develop self-esteem, it also communicates high expectations of success.

However even when teachers implement these strategies, they shouldn't expect to see quick results.

"We must understand that the rate of change for these students will be slow and incremental," says Sugai. "Many of these students will require behavioral supports throughout their academic careers."

Preparing Students with Learning Disabilities for College and Beyond

While self-advocacy is key to preparing students for college and the work world, presenters Charlotte Walker and Wayne Begun also gave attendees some down-to-earth tips to help their students stay organized and in-charge when they leave high school. Taken together, students should be able to ask for accommodations they need, as well as find crucial information to make life smoother.

For students to develop competency in self-advocacy, parents and teachers should encourage its use and students should practice it every day. Walker and Begun suggest that students be taught interpersonal skills, such as using good posture, having a pleasant tone of voice, paying attention, asking questions, staying relaxed, and keeping eye contact. In addition, they recommend that students put an advocacy plan in place, of which conducting their IEP meetings is a central part. To prepare, students inventory their strengths, areas to improve, and goals and choices for learning — all of which they present at the IEP meeting. The students also work with their teachers to determine what to put on their IEP, set up a meeting time, and send out invitations.

After the IEP meeting, the students monitor their progress, either by checking their grades or giving their teachers a progress sheet to complete. And if a problem occurs, the student sets up a student/teacher conference to discuss the problem and determine a course of action. In addition, the student, with help from the special education teacher, updates his or her IEP every quarter.

Begun further helps his students prepare for the future with his "2-minute drill." Upon entering his classroom, each student gives him a firm handshake, tells how yesterday went, how today is going, and what he or she will accomplish in his class today. This gives students practice stating their needs professionally and concisely — a skill they will use when trying to get the attention of busy professors or employers.

Walker and Begun also have their students prepare a portfolio, which contains information about their academic and extracurricular accomplishments. Its contents include copies of their transcripts in a clear sheet protector (as well as information on how to order a transcript and stamped envelopes), their SAT and ACT results, their learning style evaluation, letters of recommendation, resume, education development and employability plan (which states their academic strengths and interests, long range goals, and accommodations they use), and generic information such as where their parents went to college and community and employment experiences. It may also include a list or photo of their awards and recognitions. Not only does the portfolio make it easy for students to access information, they can also review it before an interview or use a photo to spur a discussion about their accomplishments.

To purchase audio tapes of 2001 CEC Convention & Expo sessions, go to the CEC Web site: www.cec.sped.org.

Another idea is to have students make a professional data card on card stock, which, when tri-folded, becomes the size of a credit card. The student can carry the card with them, and when they apply for a job, their information is at their fingertips.

Accessing personal data is also important. Students can put all manner of information in an easily accessible file. Contents should include a copy of their birth certificate, passport, social security card, driver's license, bank card information, and medical information. It should also include a list of important phone numbers: parents, who to call at the university if a particular service is needed, emergency numbers, and internet urls. And they shouldn't forget items that make life easier: how to get gooky stuff off an iron, what products to buy for certain situations, recipes....

Finally, the students are given strategies to ensure the material does not get lost. For example, resumes should be on a disc and in print and placed in a folder. And, students are warned not to give away their last copy of anything! □

For more summaries of convention sessions, see the CEC Web site, www.cec.sped.org.

CALENDAR OF CEC events

june

June 22-24, 2001
CEC-Franklin Covey Workshop: 4 Roles of Leadership. Chicago, IL. Contact: CEC, 1110 North Glebe Road, Suite 300, Arlington, VA 22201-5704, 888/232-7733, conteduc@cec.sped.org

july

July 19, 2001
Missouri-DLD/CECS Annual Summer Conference. Ramada Inn, Columbia, MO. Contact Joan Seidel, Registrar, 3802 Franklin, Hartsburg, MO 65039, 573/657-4601, or sarahbates@hotmail.com

october

October 4-5, 2001
DLD Annual Conference, "Bridging the Gap Between Research and Practice." San Antonio, TX. Contact: Charles Hughes, Penn State University, 227 Cedar Building, University Park, PA 16802, 814/863-1699, FAX 814/863-1002, CAH14@psu.edu.

October 4-6, 2001
CCBD International Conference "Programming for a Diverse Population of Children and Youth with Emotional/Behavioral Disorders." Atlanta Airport Hilton and Towers, Atlanta, GA. Contact: Lyndal Bullock, University of North Texas, PO Box 310860, Denton, TX 76203, 940/565-3583 (O), FAX 940/565-4055, bullock@tac.coe.unt.edu.

October 11-13, 2001
DCDT 11th International Conference, "Transition: Exploring New Frontiers." Denver Marriott City Center Hotel, Denver, CO. Contact: Ann Pearce, Colorado Department of Education, 201 E Colfax Ave., Rm. 300, Denver, CO 80203, FAX 303/866-6811, pearce_a@cde.state.co.us.

October 18-20, 2001
Florida Federation Annual State Conference, "Return to Miami Magic." Airport Hilton, Miami, FL. Contact: Diana Morales, 1445 SW 13th Street, Miami, FL 33145, 305/631-0140, dimorale@netscape.net.

October 25-27, 2001
CEDS 2001 Topical Conference. Hotel Montelleone, New Orleans, LA. Contact: Sandra Latchford, 60 Surrey Crescent, Fredericton, NB E3B 4L3, Canada, 506/453-3515, FAX 506/453-4765, sandral@unb.ca.

november

November 7-9, 2001
Arkansas Federation Conference, "2001: A Special Education Odyssey." Austin Hotel and Hot Springs Convention Center, Hot Springs, AR. Contact: Deborah Swink, Arch Ford Education Service Cooperative, 105 N. 6th St., Heber Springs, AR 72543. 501/362/3404, FAX 501/362-7203, dido@bulldog.afsc.k12.ar.us

November 7-10, 2001
California Federation Conference, Bahia Resort Hotel, San Diego, CA. Contact: 916/443-3855, e-mail: marion@details2.com

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